ED 351 436 AA 001 231

Resources in Education (RIE). Volume 28, Number 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 93
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 351 437 CE 060 325

Dick, James C.; And Others
Design of a Model Management Information System (MIS) for California's Regional Occupational Centers and Programs. Final Report.
SPONS. AGENCY- California Association of Regional Occupational Centers and Programs.
PUB DATE- Oct 91
NOTE- 184p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Oriented Programs; Computer Software Evaluation; *Data Processing; Decision Making; Information Management; Literature Reviews; *Management Information Systems; Models; Program Development; Program Implementation; Regional Schools; Secondary Education; *Vocational Education; *Vocational Schools
IDENTIFIERS- California; Regional Occupational Centers

The management information system (MIS) development project for California's Regional Occupational Centers and Programs (ROC/Ps) was conducted in 3 phases over a 12-month period. Phase I involved a literature review and field study to match MIS design features and development strategy with existing conditions in ROC/Ps. A decision support system was chosen because of the need for integrated and interpreted data reported by local ROC/P managers. A middle-out or prototyping approach was selected due to the extreme diversity of ROC/Ps. Phase II included development and pilot testing of MIS model software at 12 pilot sites. Findings indicated the following:

ED 351 455 CE 062 183

Dymczyk, Elaine; Dolan, Dorothy
Business Communications Collaborative Academic Cross-Credit for Business Education Curriculum.
SPONS. AGENCY- Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
PUB DATE- Sep 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Education; *Articulation (Education); *Business Communication; *Business Education; Educational Cooperation; *English Curriculum; High Schools; Instructional Materials
IDENTIFIERS- *Cross Credit Courses; New Britain School District CT

This document describes a collaborative program between the English and Business Departments at New Britain High School (Connecticut) designed to respond to the rapid growth of the technological aspects of communication. Three student texts, six videos, two periodicals, and two resource text materials, computer hardware and software used, and a recruiting and project plans are listed. Both one-semester (two-term) courses of study with the business education teacher and the English teacher are outlined. Four appendices are included: (1) State Department of Education common core of learning; (2) summer reading list; (3) business communications reading list (14 listings); and (4) course description. (NLA)

ED 351 456 CE 062 185

Cross Academic Credit. Business Communications. Final Report.
SPONS. AGENCY- Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
PUB DATE- Jul 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Behavioral Objectives; *Business Communication; *Business Education; *Communication Skills; *Competence; Competency Based Education; Course Content; Educational Philosophy; Evaluation Methods; High Schools; *Integrated Curriculum; Interpersonal Competence; Reading Instruction; State Curriculum Guides; Student Evaluation; Vocational Education; Writing Instruction
IDENTIFIERS- *Connecticut; *Cross Credit Courses

This document is one of a series of business education position papers/curriculum guides developed for high schools in Connecticut to demonstrate that business education courses can be used as part of an integrated academic/vocational curriculum. The guide is organized into the following six sections: (1) business department philosophy; (2) course philosophy for business communications; (3) five course goals; (4) student outcomes or competencies in reading, writing, speaking and listening, technology of communications, and human relations skills; (5) 30 methods of assessment of student outcomes; and (6) a list of 12 references to books, magazines, and films used to prepare the guide. (KC)

ED 351 476 CE 062 227

Hendrix, Mary W.
Self-Appraisal Instructional Guide. Student Materials.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 91
NOTE- 149p.; For instructional guide, see CE 062 225; for the Spanish language version of the student materials, see CE 062 226.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Ability; Academic Aptitude; Career Choice; Career Education; Career Planning; Change Strategies; *Coping; Employment Qualifications; High Schools; Instructional Materials; Leadership; Learning Activities; *Self Concept; *Self Evaluation (Individuals); *Vocational Aptitude; *Vocational Interests; *Work Attitudes
IDENTIFIERS- Texas

These student materials are designed to accompany the Self-Appraisal Instructional Guide. Page numbers are consistent with the numbering in that guide, and the materials are organized according to the guide's seven units, which cover the following topics: (1) understanding yourself (getting to know yourself, the importance of work); (2) attitudes; (3) interests; (4) abilities; (5) aptitudes; (6) leadership; and (7) coping with change. Each unit consists of three components: information sheets, activity sheets, and unit test. The first information sheet in each unit provides terms and definitions. (YLB)

ED 351 477 CE 062 230

Beder, Hal; And Others
Project RISE: Workplace Literacy Education in Context.
PUB DATE- Oct 92
NOTE- 83p.; Prepared by the Program Planning Consultant Group.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Cooperative Programs; Employer Employee Relationship; Hospital Personnel; Institutional Cooperation; *Labor Force Development; *Literacy Education; On the Job Training; Productivity; *Program Effectiveness; Program Evaluation; School Business Relationship; Staff Development
IDENTIFIERS- National Workplace Literacy Program; *Workplace Literacy

A reflective self-assessment process was used to evaluate Project RISE, a 1-year, federally funded workplace literacy project. The goal of the evaluation was to help staff understand their collective experience in a way that might help them to serve their clients more effectively in the future. A list of the most critical problems faced by staff was generated. Interviews were then used to collect data from RISE participants and managers at the three client organizations: a Catholic hospital, a research hospital, and a state university. Analysis of data from 70 personal interviews indicated that the workplace literacy education, as conducted by Project RISE, could be described and explained in terms of an overarching theme and five subthemes. The name given to the overarching them was "fit," which pertains to how workplace literacy fits into the workplace context. The five subthemes were as follows:

ED 351 497 CE 062 259

Rural Adventures in Workplace Literacy. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 19 Mar 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Computer Oriented Programs; *Curriculum Development; *Hospitality Occupations; *Job Training; *Literacy Education; *Office Occupations Education; On the Job Training; Program Development; Program Implementation; *Recreation; Staff Development; Vocational Education
IDENTIFIERS- Arizona; Utah; *Workplace Literacy

The Rural Adventures in Workplace Literacy project at the College of Eastern Utah (San Juan Campus) assessed the literacy and basic needs of employees, developed curriculum materials, and provided training to employees in six industries in southeastern Utah and northern Arizona. Nine industries were contacted; six participated and were firmly committed to the project. Curriculum materials and/or software programs were developed to accommodate 120 hours of literacy and basic skills training in each of these areas: recreation/hospitality services, office occupations, and computer applications. The program (given the local title, Workplace Initiative for Skills Enhancement--WISE) proved to be highly successful and beneficial to the Four Corners region. (The eight-page report is followed by letters of support and the external evaluation report.) (YLB)

ED 351 498 CE 062 260

Reyes, Lolita C.
Starlite Workplace Literacy Program. Final Closeout Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Oct 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; Adult Basic Education; Adult Literacy; Computer Literacy; Computer Science Education; Employment Potential; English (Second Language); High School Equivalency Programs; Hospitality Occupations; *Hotels; *Job Skills; Labor Force Development; *Literacy Education; *On the Job Training; Program Development; Program Implementation; Staff Development; *Tourism; Vocational Education
IDENTIFIERS- General Educational Development Tests; *Guam; *Workplace Literacy

The Star Team Acquiring Rewards in Literacy and Insights Through Education (STARLITE) program was implemented to improve the job proficiency of employees at the Pacific Star Hotel, Guam. Its goal was to provide employees with both workplace literacy skills and employability skills. An audit was completed in each department of the hotel. Modules were developed for business communications, food and beverage division, and basics with

ED 351 515 CE 062 313

Wells, Randall L.; Gaus, Donna
Study of Kentucky Middle School Students' Knowledge of Career Options. Final Report, July 1, 1990-June 30, 1991.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 30 Jun 91
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Career Choice; *Career Development; Career Education; Career Planning; Disadvantaged Youth; Educational Attitudes; Educational Needs; Junior High Schools; *Junior High School Students; *Middle Schools; Occupational Information; Preadolescents; Relevance (Education); Self Evaluation (Individuals); Student Attitudes; *Work Attitudes
IDENTIFIERS- *Kentucky; *Middle School Students

A research study investigated Kentucky middle school students' knowledge of career options available to them and the implementation of career education at the middle school level. A sample of 236 students from 11 middle schools throughout the state were interviewed for the research during the 1990-91 school year. Some of the findings of the study were the following: (1) approximately 40 percent of the sample reported they had not experienced any career education at the middle school level; (2) a majority of the sample reported they had selected a career path, but most of the students did not have current interests that complimented their career choice nor could they identify a personal ability they would need to perform well in their career of choice; (3) approximately three-fourths of the sample did not see the relevance of English, science, or social studies to successful performance in their career choice, and approximately 60 percent did not see the relevance of mathematics; (4) students in the sample were most likely to have experienced one career education activity of several hours duration at each grade level, such as a guest speaker, lecture, or career day; (5) most students reported they were most likely to approach a parent for career information, although many would approach a teacher; (6) mothers with higher education were more likely to initiate conversations about future work with their children than mothers with less education; (7) students from lower socioeconomic levels were less likely to have a career path than other students; and (8) school personnel felt that their schools lacked resources to provide effective career education. (Appendixes include the survey forms and a list of advisory committee members.) (KC)

ED 351 516 CE 062 314

Kazemek, Francis E.
Workplace Literacy Education: Some Questions and Concerns.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Functional Literacy; Functional Reading; Oral Interpretation; *Outcomes of Education; Reading Aloud to Others; Reading Instruction; Reading Skills; *Story Telling; Teaching Methods; Tutoring;

ED 351 532 CE 062 364

Gordon, Howard R. D.
Analysis of the Motivational Orientations of Adult Education Graduates in Off-Campus Credit Programs.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Access to Education; Adult Education; Extension Education; Higher Education; Learning Motivation; Masters Degrees; *Nontraditional Education; *Nontraditional Students; *Professional Development; School Holding Power; *Student Motivation
IDENTIFIERS- *Marshall University WV

A study investigated adults' motivation for participating in Marshall University's off-campus credit education program in adult education. The 38 respondents (56 percent of those contacted) received their master's degrees during 1982-1992. Ninety-five percent of the respondents were white, and 5 percent were African-American. Seventy-four percent were female. More than 90 percent were employed full time as they took courses. A mailed questionnaire asked subjects to report how much each of six factors (from the Education Participation Scale) motivated them to complete their programs. The factors were social contact, social stimulation, professional advancement, community service, external expectations, and cognitive interest. Each factor could be rated either 1 for "no influence," 2 for "little influence," 3 for "moderate influence," or 4 for "much influence." The two factors rated highest as motivators were professional advancement and cognitive interest. Community service was rated next highest as a motivator. The other factors, in descending order of influence, were external expectations, social contact, and social stimulation. (11 references) (CML)

ED 351 533 CE 062 384

Jones, Ruth
Post-16 Provision in CTCs: Bridging the Divide. Number 6 in a Series of CTC Trust Publications.
SPONS. AGENCY- Department of Education and Science, London (England).
PUB DATE- Aug 92
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; Comparative Education; *Curriculum Design; *Educational Change; Education Work Relationship; Foreign Countries; High Schools; *Outcomes of Education; Postsecondary Education; Prestige; School Holding Power; *Technical Education; Transfer Policy
IDENTIFIERS- *City Technology Colleges (England); *Great Britain

This document is intended to describe the approach of the City Technology Colleges (CTCs) in Great Britain to provide young people older than 16 with a vocationally oriented curriculum while still ensuring their intellectual and cultural development. Following a summary, the first chapter is an introduction. The second chapter describes the old concept of vocationalism, with the low prestige associated with it and four consequences it has produced (low participation rates in

ED 351 550 CE 062 415

Finch, Curtis R.; And Others
Course-Taking Patterns of Vocational Teacher Education Baccalaureate Degree Recipients: Teacher Preparation, General Education, and Teaching Content Area Studies.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 71p.; Prepared with the assistance of the Southern Regional Education Board.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Basic Skills; *Course Selection (Students); Educational Research; *Education Majors; Elective Courses; English; *General Education; Higher Education; Integrated Curriculum; Mathematics; *Preservice Teacher Education; Required Courses; Sciences; Secondary Education; Social Sciences; Specialization; Vocational Education; *Vocational Education Teachers

A study documented coursework completed by graduates of university vocational teacher preparation programs. Twenty-two universities and colleges preparing vocational education teachers provided transcripts for 1988-89 graduates; data from 412 transcripts were coded. Courses taken within various categories were analyzed and comparisons made among teaching majors in terms of amount of coursework taken. Graduates completed extensive numbers of technical subject matter content courses that included a reasonable balance between upper- and lower-level course taking. They completed a range of mathematics, social science, science, and English general education studies. Teacher educators appeared to review the upper-level course-taking patterns of their students to ensure they were not missing opportunities to enrich the general studies component of their programs. Vocational teacher coursework taken in mathematics, social science, English, and science was similar to that taken by graduates reported in other studies. A suggestion was that teacher educators systematically assess the course-taking patterns of prospective vocational education teachers and determine whether general education studies requirements were sufficient to provide graduates with mathematics, social science, science, and English capabilities for functioning effectively in their professional roles as they are asked to integrate academic skills. (Appendixes include 15 references and tables and data related to study results.) (YLB)

ED 351 551 CE 062 416

Moss, Jerome, Jr.; And Others
Highlights from an Evaluation of Ten Leadership Development Programs for Graduate Students in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Graduate Students; Graduate Study; Higher Education; *Leadership; Leadership Qualities; *Leadership Training; *Participant Satisfaction; Program Development;

ED 351 569 CE 062 450

Navaratnam, K. K.; Mountney, Peter
Implementing Total Quality Management in Vocational Education.
PUB DATE- Jan 92
NOTE- 11p.; Paper presented at the International Conference on Qualifications for the 21st Century (Wellington, New Zealand, January 21-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Administration; Educational Planning; *Educational Quality; Foreign Countries; *Labor Force Development; Management Systems; Postsecondary Education; Program Effectiveness; *Program Implementation; Program Improvement; *Quality Control; Standards
IDENTIFIERS- Australia (Queensland); *TAFE (Australia); *Total Quality Management

In an internationally competitive training environment, implementation of Total Quality Management (TQM) in vocational education can provide a comparative advantage in preparing the type of work force required for micro and macro economic reforms. The concept of TQM can be used as a management tool to improve the standards of vocational training. Before a quality assurance program can be established in vocational training, stakeholders must agree on what the quality plan is intended to achieve. A Technical and Further Education (TAFE) system must have a felt need, management commitment, an organizational culture, and a strategic plan in place to make improvements in vocational training through TQM. Quality planning is vital for an effective, self-sustaining, and manageable quality improvement process. For a TAFE system, this process may include: (1) commitment to quality at all levels within the organization and especially at senior management level; and (2) the identification of key areas of nonconformance and willingness to take corrective action. Standards are guides against which quality programs can be defined, implemented, and audited. They are important in identifying, comparing, contrasting, and making continuous improvement in TQM. Internal or external standards or a combination could be used as part of the implementation of TQM. (Contains 21 references.) (YLB)

ED 351 570 CE 062 451

Mountney, Peter; Navaratnam, K. K.
Assessment of Students in TAFE Colleges: Maintenance of Standards in Internally Assessed Subjects.
PUB DATE- Nov 91
NOTE- 11p.; Paper presented at Annual Conference of the Australian Association for Research in Education (Gold Coast, Queensland, Australia, November 26-30, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Associate Degrees; *Educational Policy; Foreign Countries; Postsecondary Education; *Standards; *Student Certification; *Student Evaluation; Technical Education; *Technical Institutes; Two Year Colleges; *Vocational Education
IDENTIFIERS- Australia (Queensland); *TAFE (Australia)

An evaluation focused on an analysis of the policy, procedures, and methods for the assessment of students in Technical and

ED 351 589 CE 062 491

Lewandowski, Carol
English as a Second Language II for Hospital Staff.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 85p.; For related documents, see CE 062 480-501.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Adult Literacy; Communication Skills; Daily Living Skills; Employment Potential; *English for Special Purposes; *Food Service; *Hospital Personnel; *Housekeepers; Job Skills; Limited English Speaking; Literacy Education; *Second Language Instruction; Skill Development; *Vocational English (Second Language)
IDENTIFIERS- *Workplace Literacy

This document is one of a series of student workbooks developed for workplace skill development courses or workshops by Mercer County Community College (New Jersey) and its partners. Designed to improve the English speaking and reading skills of non-English-speaking hospital housekeeping and food service staff, the course focuses on the skills needed to communicate effectively on the job. The materials for the 24-hour course include the following: a course outline; objectives; a topical outline; a curriculum outline; vocabulary; 12 lessons for English as a Second Language (ESL) Level II and 16 lessons in Basic ESL for dietary and housekeeping hospital staff. Lessons consist of objectives, information, and exercises. Topics covered are as follows: understanding and applying directions, patient relations, understanding forms, and reporting information. (KC)

ED 351 590 CE 062 492

Lewandowski, Carol
English as a Second Language for Chemical Operators.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 118p.; For related documents, see CE 062 480-501.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Adult Literacy; *Chemical Industry; *Chemistry; Daily Living Skills; Employment Potential; *English for Science and Technology; English for Special Purposes; *Job Skills; Limited English Speaking; Literacy Education; *Second Language Instruction; Skill Development; Technical Occupations; *Vocational English (Second Language)
IDENTIFIERS- *Workplace Literacy

This document is one of a series of student workbooks developed for workplace skill development courses or workshops by Mercer County Community College (New Jersey) and its partners. Designed to help chemical plant employees who are nonnative English speakers, the course covers basic English speaking and writing skills needed to communicate effectively at work and outside the workplace. Much of the vocabulary covered and the reading, writing, and role playing assignments were developed for workers at Rhein Chemie in New Jersey. The materials for

ED 351 609 CE 062 526

Lee, Lung-Sheng
A Comparison of Technology Teacher Education Programs in the U.S.A. and Taiwan.
PUB DATE- Dec 92
NOTE- 13p.; Paper presented at the Annual Meeting of the American Vocational Association (St. Louis, MO, December 4-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Education; Foreign Countries; Higher Education; Professional Continuing Education; Secondary Education; *Teacher Certification; *Teacher Qualifications; *Technology Education; *Vocational Education Teachers
IDENTIFIERS- *Taiwan

A comparative study was conducted to determine the implications of the status and anticipated development of technology teacher programs in the United States for reconstructing technology teacher education programs in Taiwan. Data were gathered through a nationwide survey of the departments of education of the 50 states plus Washington, D.C., and the 111 institutions housing technology teacher education programs in the United States. Concurrent with the survey, documents pertaining to technology teacher certification and preparation in Taiwan were collected from the Ministry of Education and two technology teacher preparation programs. Nine conclusions on the status and anticipated development of technology teacher programs in the United States were drawn: (1) using grade point average to admit students will continue to be widely practiced; (2) the appropriate proportion of general coursework, technical studies, and professional courses remains undetermined; (3) English, mathematics, and natural and social science will continue to dominate the general education area; (4) communication, construction, manufacturing, and transportation and power have been established and will continue to dominate the technical studies area; (5) instructional methods and student teaching will continue to be addressed in the professional studies area; (6) raising admission and graduation standards will continue; (7) 5-year programs will not be widely implemented in the near future; (8) using testing to verify teacher candidates' competencies will continue; and (9) there is great diversity in the requirements for certifying technology teachers. Implications for the status and anticipated development of technology teacher programs in the United States for reconstructing technology teacher education programs in Taiwan include the following: Taiwan technology teacher educators should seek to provide more effective communication and to influence legislation to make current technology teacher certification criteria more professional; teacher certificate renewal requirements should be increased to push technology teachers to participate in inservice education; and the knowledge base for certification examination should be identified. (Contains 12 references.) (KC)

ED 351 610 CE 062 527

High School Vocational Education. Low Esteem, Little Clout. Rand Education & Human Resources Program. Policy Brief Issue Number 1.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

ED 351 629   CG 024 630

Gillmore, Mary R.; And Others
The Process and Pitfalls of Developing a Culturally Relevant Curriculum To Reduce AIDS among Sexually Active Teenagers: The Take 5 Project.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.; National Inst. on Allergies and Infectious Diseases (NIH), Bethesda, MD.
PUB DATE- Apr 92
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (73rd, San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; *At Risk Persons; *Behavior Change; Program Design; Program Effectiveness; *Sexuality
IDENTIFIERS- Take 5 Project WA

Several studies have shown that adolescents have reasonably high levels of knowledge about Acquired Immune Deficiency Syndrome (AIDS) transmission and prevention, yet they still engage in risky sexual activities. In response to this dilemma, a theoretically and empirically grounded intervention which went beyond presenting facts and figures was developed and tested. The curriculum provides basic information about AIDS and other sexually transmitted diseases (STDs), but it also attempts to counter negative beliefs about condom use, reinforce positive ones, and includes skills training for discussing and negotiating condom use with a partner. The materials are intended for hetereosexually active adolescents at high risk of contracting AIDS and other STDs. The curriculum was based on the theory of reasoned action and social learning and cognition theories. The curriculum consists of three components: a comic book which presents basic information; a videotape in which teenage actors model skills for negotiating condom use with a partner; and a group skills training in which skills are modeled by peer facilitators and where participants engage in role playing and receive feedback on their performances. The skills training curriculum is intended for small groups from 6 to 12 adolescents and is led by an adult and two peer facilitators. The curriculum was designed to be appropriate for African American and white hetereosexually active adolescents. Reactions from the earliest study participants have been uniformly positive. (Contains 14 references.) (ABL)

ED 351 630   CG 024 631

McCrae, Robert R.
Openness to Experience as a Basic Dimension of Personality.
PUB DATE- Aug 92
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; Creativity; Intelligence; *Personality Assessment; *Personality Traits; Test Validity

ED 351 649 CG 024 652

Frazer, Linda
At-Risk Report, 1991-92. What Does the Future Hold?
PUB DATE- Aug 92
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Dropout Characteristics; Dropout Prevention; Educational Change; *Elementary School Students; Elementary Secondary Education; *High Risk Students; *Identification; *Parent School Relationship; *Potential Dropouts; *Secondary School Students
IDENTIFIERS- Austin Independent School District TX

Texas schools were required by educational reform legislation to identify students at risk of dropping out and to notify their parents. The Austin Independent School District developed operational definitions for the State criteria. For grades 9-12 the brief descriptors for these definitions are age, achievement, Fs, and the Texas Educational Assessment of Minimum Skills. In 1991-92 for grades 7-12, the most important findings were: (1) the number of students considered at risk was 44% of the enrollment; (2) high school students were more likely to be at risk than grade 7 and 8 students; (3) a greater proportion of the Hispanic and Black enrollment were identified as at risk than American Indian, Asian, or White; and (4) more males were at risk than females. The most important findings for grades PK-6 in 1991-92 included: the percentage of at-risk students which had been declining reversed; the number of students considered at risk was 36.7% of enrollment; the majority of at-risk students became at risk while at the elementary level; a greater proportion of the Hispanic and Asian enrollment was identified as at risk than Black, American Indian, or White; the number of at-risk students in grade one greatly decreased in 1991-92; and one-third of elementary at-risk students were limited English proficient. (ABL)

ED 351 650 CG 024 653

Morris, Scott B.; And Others
Gender Bias in Initial Perceptions and Subsequent Hiring Decisions.
PUB DATE- Aug 92
NOTE- 39p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; College Students; Higher Education; *Job Applicants; *Sex Bias; *Sex Stereotypes; *Student Attitudes

Much of the research on sex bias looks at impressions at a single point in time. However, impressions are often changed as information is accumulated. This study attempted to look at the dynamic nature of impression formation. Impressions of both male and female job applicants were measured before and after subjects had an opportunity to view relevant information about the applicant, and the amount of information used by each subject was recorded. Subjects were 72 male and 85 female volunteers from an introductory psychology course at a large midwestern university. Subjects were given minimal information

ED 351 670 CS 011 090

Wyatt, Monica; Hayes, David A.
Learning from Texts: Effects of Similar and Dissimilar Features of Analogies in Study Guides.
PUB DATE- 4 Dec 92
NOTE- 14p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992). For a related study, see CS 011 089.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Reading Comprehension; Reading Research; Recall (Psychology); *Study Guides; Undergraduate Students
IDENTIFIERS- *Analogies; Interference (Learning); Text Factors

Following up on earlier studies, the study reported in this paper further examined analogy as a source of interference to learning. Subjects, 103 undergraduate students randomly divided into three groups, studied a passage on Manichaeism with the aid of one of three forms of study guides: one having students generate comparisons between Manichaeism and Christianity, one having students generate contrasts, and one having students generate information about Manichaeism without reference to Christianity. Learning was measured with a free-recall test followed by a 20-item multiple choice test on Manichaeism. Results indicated that subjects who studied the text with a study guide requiring students to generate comparisons between the religions scored lower, recalled fewer correct facts, and gave significantly more incorrect information than students in the other two treatment groups. Findings lend support to earlier studies that found that analogies can enhance the effectiveness of study guides if the analogies do not compete with analogies in material to be learned. (One table of data is included; 23 references are attached.) (RS)

ED 351 671 CS 011 092

Kinzer, Charles K., Ed.; Leu, Donald J., Ed.
Literacy Research, Theory, and Practice: Views from Many Perspectives. Forty-First Yearbook of the National Reading Conference.
PUB DATE- 92
NOTE- 543p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Literacy; Case Studies; Elementary Secondary Education; Higher Education; *Literacy; Literature Appreciation; Portfolios (Background Materials); Preservice Teacher Education; Reader Response; Reading Comprehension; Reading Instruction; *Reading Research; *Student Evaluation; *Teacher Behavior; *Theory Practice Relationship; Vocabulary Development; Whole Language Approach
IDENTIFIERS- Emergent Literacy; Family Literacy

The 43 manuscripts presented in this collection represent qualitative and quantitative studies, as well as papers that present literacy research, theory, and pedagogy. Papers in the

ED 351 689 CS 213 584

Teichmann, Sandra Gail

Bridging the Gap between Peer Response in the Classroom and Teacher Expectation: Three Stories.

PUB DATE- Oct 92

NOTE- 14p.; Paper presented at the Annual Peer Tutoring in Writing Conference (9th, Indiana, PA, October 23-24, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Classroom Environment; Course Descriptions; *Freshman Composition; Higher Education; *Peer Evaluation; Portfolios (Background Materials); Teacher Expectations of Students; *Teacher Role; *Writing Evaluation; Writing Workshops

IDENTIFIERS- Alternative Assessment; Florida State University; *Personal Writing

Combining three strategies, a composition instructor has attempted to bridge the gap between peer response and teacher expectation in the first-year writing course taught at Florida State University. The focus is on writing that is exploratory and based on personal experience. The instructor: (1) establishes a criteria for producing and evaluating exploratory writing; (2) uses class time for extensive student discussion of student text; and (3) uses a grading system that involves the teacher and the students as well. The students and the instructor value five elements (self-involvement; curiosity; risk; thought; and discovery) in exploratory writing and make those elements the basis of assignments, discussion, and evaluation in the writing process. The format of the class centers on open classroom workshops. The paper portion of students' end-of-course portfolio is graded by the student, three peers chosen by lottery, and by the instructor. The workshops are a forum for communication of ideas, and all participants are free from any restraint or artificial tool, such as anonymity. Despite the success of teaching the course during a summer session, the instructor became unsure of her role as a teacher and went back to grading each essay in the traditional manner. Perhaps the instructor can let go of some of that traditional teacher authority if she can learn to trust the students for their individuality, thinking ability, and responsibility. (RS)

ED 351 690 CS 213 585

McCarthy, William Bernard

The Poet's Stance: Empathic Learning in the Introductory Poetry Class.

PUB DATE- Mar 92

NOTE- 12p.; Paper presented at the Annual Meeting of the College English Association (23rd, Pittsburgh, PA, March 27-29, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Class Activities; *Creative Writing; Empathy; Figurative Language; Higher Education; Introductory Courses; Language Usage; Learning Activities; *Poetry; Poets; Student Motivation; Writing Assignments

IDENTIFIERS- *Empathic Learning; Voice (Rhetoric); Writing

ED 351 709 CS 507 909

Williams, M. Lee
A Model of Internal Communication in Adaptive Communication Systems.
PUB DATE- Apr 92
NOTE- 33p.; Paper presented at the Annual Meeting of the Southern States Communication Association (San Antonio, TX, April 9-12, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Interviews; Leadership; *Management Systems; Models; *Organizational Communication; Organizational Effectiveness
IDENTIFIERS- *Communication Behavior; Communication Strategies; Organizational Culture

A study identified and categorized different types of internal communication systems and developed an applied model of internal communication in adaptive organizational systems. Twenty-one large organizations were selected for their varied missions and diverse approaches to managing internal communication. Individual face-to-face or telephone interviews were conducted with middle- or senior-level managers who were knowledgeable about internal communication in the organization. Results indicated that there was a varying degree of leadership asserted in the development and management of internal communication. Four types of internal communication systems were identified: impoverished, imaginary, disjunct, and adaptive. A model describing the diverse elements of internal communication was developed based on a compilation of the organizational analyses and research conducted as part of the study. The inner portion of the model represents the product of the organization, and the outer circle represents the internal communication process which facilitates the accomplishment of organizational key result areas. Arrows connect the product and processes and indicate their reciprocal nature. The ultimate focus of the model is the product, but the communication process must be managed and stressed if the key results are to be achieved. Organizational effectiveness depends upon balancing these product and process factors. (A figure presenting the types of internal communication systems and a figure presenting the model are included; 58 references, a list of the organizations and titles of interviewees, and upward, downward, and horizontal internal communication activities, practices, and programs are attached.) (RS)

ED 351 710 CS 507 925

Venturelli, Shalini S.
Dialectical Communication of Cultural Narrative Codes in the Discourse of Multi-Cultural Children: An Exploratory Study.
PUB DATE- Aug 92
NOTE- 41p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Research; Communication Research; *Cultural Context; Ethnography; *Multicultural

ED 351 728 CS 507 999

Coombs, W. Timothy; And Others
A Comparative Analysis of International Public Relations Practices, Phase Two: Interpretations of Differences and Similarities between Professionalization in Austria, Norway, and the U.S.
PUB DATE- Aug 92
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Comparative Analysis; Factor Analysis; Foreign Countries; Media Research; *Professional Autonomy; *Professional Development; Professional Personnel; *Public Relations
IDENTIFIERS- Austria; Norway; Transnational Corporations; United States

A study examined the similarities and differences which exist in the professionalization of pubic relations in Austria, Norway, and the United States. Subjects, 136 of 188 members of the Public Relations Verband Austria, 150 of 300 members of the Informasjonsforeningen (Norway), and 272 of 500 members of the Public Relations Society of America, completed questionnaires. Differences and similarities were isolated by examining concepts of the ideal job, the actual job, public relations development, and public relations role. Cultural values, educational systems, and history were used to explain the differences and similarities. Results indicated that: (1) practitioners in all three countries evidenced similarities in the autonomy dimension of the ideal job but differences on the prestige dimension; (2) practitioners differed on the autonomy dimension of the actual job; (3) even though it was anticipated that American public relations practitioners would have the strongest public relations development scores, there were strong reasons why Austrian practitioners actually scored higher than those in America; (4) public relations history fails to account (but education can) for Austria having the highest percentage of managers. Findings provide a starting point for identifying which elements of public relations practice should be standardized and which should be customized. The finding of a shared view of autonomy in the ideal job held by all practitioners suggest that public relations has made progress toward developing a professional attitude. (Three tables of data are included.) (RS)

ED 351 729 CS 508 000

Liebler, Carol M.
Spatial and Organizational Predictors of Newsroom Minority Employment.
PUB DATE- Aug 92
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Correlation; *Employment

ED 351 748 EA 024 393

Utah State Public Education Strategic Plan, 1992-1997: A Strategic Guide for the Future Development of the Public School System. Committee Report.
PUB DATE- Jan 92
NOTE- 31p.; For a complete text of the plan, see EA 024 394.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *Educational Improvement; *Educational Objectives; *Educational Planning; Educational Quality; Elementary Secondary Education; Policy Formation; Public Schools; *State Action; *Statewide Planning; *Strategic Planning
IDENTIFIERS- *Utah

The report of the Education Strategic Planning Committee concerning Utah's Public Education Strategic Plan for 1992-97 is presented in this document. The 2-year process involved over 200 participants from business, industry, government, education, and parents and students. The introduction describes in detail the planning process. Following sections outline the plan's belief statements, mission, policies, and objectives. Change strategies are based on nine basic principles: an accountable outcome-based system; school choice; school autonomy for results; teacher compensation and professionalism; client involvement; the use of technology; improvement through research and development; business/industry involvement; and stakeholder education. A summary of action plans provides detailed specifications of how the strategies will be applied in practical terms. Additional information is presented on members of the Education Strategic Planning Committee and participants in the planning process, action planning teams, and attachments to some of the action plans. (LMI)

ED 351 749 EA 024 394

Utah State Public Education Strategic Plan, 1992-1997: A Strategic Guide for the Future Development of the Public School System. Complete Text.
PUB DATE- Jan 92
NOTE- 73p.; For related committee report, see EA 024 393.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *Educational Improvement; *Educational Objectives; *Educational Planning; Educational Quality; Elementary Secondary Education; Excellence in Education; Public Schools; *State Action; *Statewide Planning; *Strategic Planning
IDENTIFIERS- *Utah

Utah's Public Education Strategic Plan for 1992-97 is presented in its entirety in this document. It begins with an overview of belief statements, mission, policies, and objectives. Eleven strategies and the action plans to carry them out are described in detail. The strategies include the following: (1) redesign the educational system, its organization, laws and funding formulas; (2) develop a world class curriculum; (3) attract and retain quality educators; (4) empower each school; (5) create conducive school environments and training; (6) use technology to restructure the teaching/learning process; (7) install an assessment information retrieval system; (8) educate all

ED 351 771 EA 024 461

Knowledge Revolution for All Americans. Winning the War against Ignorance: Empowering Public Schools.
PUB DATE- 92
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Cooperation; *Educational Improvement; *Educational Quality; Elementary Secondary Education; *Excellence in Education; Higher Education; *Public Schools
IDENTIFIERS- *Empowerment

This handbook underscores the importance of better education for all Americans and provides an action plan for community involvement. The introduction calls for a third American Revolution, a knowledge revolution for all Americans. Competitiveness in the global knowledge economy requires focusing on public schools. The second chapter presents a historical overview of America's civic heritage, the economic revolution, and the culture shock of competing in a global economy. Chapter 3 examines eight cultural myths and asserts that most families do not adequately prepare children for school and participation in society; media and advertising have harmful effects on children; community organizations can have positive impacts on children; public schools cannot do it alone; and greater investment is needed in public school reform. Chapter 4 examines the need for leadership in transforming learning cultures at all levels. The fifth chapter presents an action plan for building responsible learning cultures among partners for empowering the family, public schools, higher education, community organizations, employers, mass media, and federal government. Chapter 6 stresses the need for a third American revolution that fights increased poverty and ignorance through disciplined character development and competitive knowledge gained from a quality education. Appendices contain a Knowledge Revolution Quiz for All Americans, a sample Learning Improvement Contract (LIC), notes on methodology, the Knowledge for All Americans Center National Advisory Committee, and a list of sponsors. (Contains 53 references.) (LMI)

ED 351 772 EA 024 462

The First Condition of Education Report. A Report on Elementary and Secondary Education in Iowa.
PUB DATE- Nov 90
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; *Educational Improvement; *Educational Quality; *Elementary Secondary Education; *Outcomes of Education; *State Norms; State Standards
IDENTIFIERS- *Iowa

Information on the condition of K-12 education in Iowa during 1990 is presented in this document. To provide comparisons across time, comparable data for the 1985-86 school year are also presented. Following the introduction, the first section describes statewide initiatives for improvement and quality assurance and for increased educational opportunities. The

ED 351 792 EA 024 484

Randall, Ruth E.
Choice and Accountability: The Minnesota Experience.
PUB DATE- Sep 89
NOTE- 42p.; Speech presented at the Gates Foundation Conference (Keystone, CO, September 1989).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Educational Change; Elementary Secondary Education; *Nontraditional Education; *Open Enrollment; *School Choice; *School Restructuring; State Action; *State Programs
IDENTIFIERS- *Minnesota

The kinds of school choice programs and the processes by which they became legalized in Minnesota are discussed in this paper. The first part reviews reasons for restructuring American schools. The second part describes how the Minnesota education system moved changed in the following areas: from a single delivery system to community education; from K-12 education to lifelong learning; from ad hoc programs to comprehensive programs for at-risk children; from few leaders to school-based management; from inputs to outcome-based education; and from monopoly to choice. The kinds of choice opportunities available in Minnesota are described next--open enrollment, high school graduation incentives, and postsecondary options. The processes by which public support was built for each program and ultimately legislated are also described. (LMI)

ED 351 793 EA 024 485

Restructuring School Governance: The Chicago Experience.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Elementary Education; Foundation Programs; *Governance; *Participative Decision Making; *Politics of Education; Program Implementation; *School Based Management; School Community Relationship; *School Restructuring
IDENTIFIERS- *Chicago Public Schools IL

The Chicago experience in school governance restructuring is examined in this newsletter. The introduction distinguishes between school-based management and shared decision-making and provides an overview of Chicago's restructured school governance. Next, findings of a study that examined school governance in 12 diverse Chicago elementary schools are presented. Results suggest a need for a shift in perspective on the nature of democratic school politics. A third article presents observations on the implementation of reform in two Chicago public elementary schools that serve economically disadvantaged neighborhoods. The contrasts between the schools were significant and showed that changing the governance structure created opportunities for local initiatives. However, the successful use of those opportunities depended on social resources, local leadership, and technical expertise that many schools and neighborhoods lack. The final article is an

ED 351 813 EC 301 624

Ecoff, Elise R.
Attention Deficit Disorders: Meeting Individual Needs: A Program Designed To Increase Teacher Effectiveness and Promote Student Learning.
PUB DATE- Aug 92
NOTE- 89p.; Master of Science Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attention Deficit Disorders; Classroom Techniques; Elementary Education; *Inservice Teacher Education; Knowledge Level; *Mainstreaming; Program Evaluation; Teacher Attitudes; *Teacher Effectiveness; *Teaching Methods

This practicum involved the development and implementation of a multimodal inservice program for six elementary classroom teachers (representing each grade level) who indicated high frustration levels due to lack of significant knowledge of Attention Deficit Disorders (ADD). The 12-week inservice included lectures, guest speakers, audiotapes and videotapes, role plays, and group discussions. Program evaluation was conducted by means of pre- and post-implementation surveys, pre- and post-ADD inservice test scores, and a pre- and post-teacher attitude survey. Evaluation results supported the use of systematic instruction and collaboration in an inservice training to improve teacher effectiveness in working with ADD students. Nine appendices include: the teacher survey and results; the test about ADD; teacher biographical data; and a sample "Individualized Education Plan" used with a targeted student during the inservice period. (Contains 19 references.) (DB)

ED 351 814 EC 301 632

LaPlante, Mitchell P.; And Others
Assistive Technology Devices and Home Accessibility Features: Prevalence, Payment, Need, and Trends.
PUB DATE- 16 Sep 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Accessibility (for Disabled); Adults; *Age Differences; *Assistive Devices (for Disabled); Costs; Financial Support; Incidence; Mobility Aids; *National Surveys; Needs Assessment; Older Adults; *Physical Disabilities; Sensory Aids; Trend Analysis

Presented is a report of findings of a 1990 National Health Interview Survey on Assistive Devices which indicated that about 5.3 percent of the American population are using assistive technology to accommodate physical impairments. Background information defines "assistive technology," describe uses, and reviews recent federal legislative and policy initiatives in this area. The interview protocol is described in some detail. Findings are reported for: (1) prevalence of assistive technology devices and home accessibility features (e.g., about 13 million Americans use assistive devices and 7.1 million live in homes adapted for persons with impairments; (2) age patterns (52 percent of users are over 65 years of age); (3) prevalence rates in the general population (1 percent of

ED 351 834 EC 301 661

Matthews, Marian K.
Gifted Students and Whole Language: A Descriptive Study of Four Classrooms.
PUB DATE- Apr 92
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Methods; Educational Practices; *Gifted; Intermediate Grades; *Language Arts; Participant Observation; Primary Education; *Reading Instruction; Special Education; Student Attitudes; Student Development; Teacher Attitudes; *Whole Language Approach
IDENTIFIERS- *Differentiated Curriculum (Gifted)

This descriptive study looked at the provision of differentiated language arts instruction for gifted students by means of whole language instruction approaches in regular classes. Two classrooms in each of two elementary schools were identified as exemplary whole language classrooms and each contained several students identified for school gifted programs. One classroom in each of grades 1, 2, 4, and 5 was represented. Participant observation was conducted at least once per week for approximately a semester. Additionally, interviews with the classroom teachers, the principals, the reading/language arts coordinators, the teachers of the gifted, and the targeted students were conducted. The benefits of the whole language approach for these students were analyzed in terms of: student choice of reading materials, responses to reading, and writing projects; use of time; social interaction; and appropriate teaching. Analysis indicated: all teachers and classrooms provided examples of some exemplary practices but none provided all those components advocated by either whole language experts or educators of the gifted; the classroom that provided the most exemplary whole language practices also provided the most differentiation of learning experiences for gifted students; and both students and teachers had difficulty articulating what appropriate challenges and differentiated language experience meant to them. It is concluded that, although whole language instruction is a positive approach, it does not preclude the need for differentiated gifted programming. (Contains 28 references.) (DB)

ED 351 835 EC 301 662

Smarte, Lynn; McLane, Kathleen
How To Find Answers to Your Special Education Questions.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Bibliographic Databases; *Disabilities; Elementary

ED 351 856 FL 020 610

Kim, Sun-Hee
Division of Labor between Grammar and Pragmatics Concerning Anaphora.
PUB DATE- 92
NOTE- 32p.; In: Linn, Mary Sarah, Ed. and Oliverio, Giulia, R. M., Ed. Kansas Working Papers in Linguistics, Volume 17, Numbers 1 and 2; see FL 020 603.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Grammar; *Korean; *Linguistic Theory; *Pragmatics; Uncommonly Taught Languages
IDENTIFIERS- *Anaphora; Grice (H P)

This paper addresses the problem of the distribution and interpretation of the Korean long-distance anaphor "caki" and its pronominal counterpart "ku." The first part of the paper reviews previous analyses and shows that the distribution of "caki" and "ku" cannot be fully accounted for in purely structural terms. An alternative analysis is provided within the neo-Gricean theory of implicature. Finally a discussion is provided of some cases where "caki" and "ku" appear to be in free variation. The account provided in this paper, it is argued, can be generalized to cover these cases as well. (Author/JL)

ED 351 857 FL 020 611

Deephuengton, Phawadee
A Study of Quantifier Phrases in Thai.
PUB DATE- 92
NOTE- 34p.; In: Linn, Mary Sarah, Ed. and Oliverio, Giulia, R. M., Ed. Kansas Working Papers in Linguistics, Volume 17, Numbers 1 and 2; see FL 020 603.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Models; *Phrase Structure; Semantics; Structural Analysis (Linguistics); *Thai; Uncommonly Taught Languages
IDENTIFIERS- *Quantifiers

The structures of quantifier phrases in Thai are studied in the X-Syntax framework. Syntactic and semantic arguments are provided to prove that this model remedies the deficiency of traditional and early transformational grammar as it provides insightful analyses based on distinctions between intermediate level nodes that display internal hierarchial structures as well as the linear structure of the phrase. This leads to an account of the different meanings of the structure itself. (Author)

ED 351 858 FL 020 612

Oliverio, Giulia R. M.
Nouns in Tutelo.
PUB DATE- 92
NOTE- 10p.; In: Linn, Mary Sarah, Ed. and Oliverio, Giulia, R. M., Ed. Kansas Working Papers in Linguistics, Volume 17, Numbers 1 and 2; see FL 020 603.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Nouns; *Structural Analysis (Linguistics); *Syntax; Uncommonly Taught Languages

ED 351 879 FL 020 757

Thomas, John Paul
Tone in Komo.
PUB DATE- 92
NOTE- 91p.; In: Dooley, Robert A. and Marshall, David F., Eds. Work Papers of the Summer Institute of Linguistics, 1992, University of South Dakota Session, Volume 36; see FL 020 753.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bantu Languages; *Language Patterns; Language Research; Linguistic Theory; Morphology (Languages); *Phonology; *Tone Languages; Uncommonly Taught Languages
IDENTIFIERS- *Kuumu

A study examined the tonal patterns in Komo, a sub-Bantu language of about 200,000 speakers in Zaire. It investigated: (1) the minimal lexical specifications necessary for Komo tones; (2) what sort of tonal alternations exist and how they may be accounted for most simply with rules; (3) how tonal phenomena interact with Komo morphology; and (4) at what level of derivation the various tone rules apply. Three strata of derivation (the two lexical strata of derivation and inflection, and a post-lexical stratum of phonological phrase formation) are used as an organizational basis for describing tonal phenomena. The resulting report gives an overview of Komo lexical tone for nouns and verbs and proceeds to analyze tone patterns in each stratum. A concluding section outlines the resulting rules. Notes on instrumental analysis of downstep and a list of abbreviations are appended, and a 23-item bibliography is included. (MSE)

ED 351 880 FL 020 758

Jama, Virginia
Integrating English as a Second Language Instruction with the Regular Elementary and Middle School Curriculum: Can It Work?
PUB DATE- 8 Sep 92
NOTE- 14p.; Version of a paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (26th, Vancouver, British Columbia, Canada, March 3-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Case Studies; Computer Assisted Instruction; Curriculum Design; *Elementary School Curriculum; Elementary Secondary Education; *English (Second Language); *Grouping (Instructional Purposes); *Interdisciplinary Approach; Mainstreaming; Middle Schools; Program Descriptions; Program Design; *Secondary School Curriculum; Second Language Instruction; Transitional Programs
IDENTIFIERS- *Content Area Teaching

A discussion of elementary and middle school curriculum design to meet the needs of students learning English as a Second Language (ESL) focuses on the ways in which ESL instruction can be incorporated into the curriculum. It begins with a brief review of statistics on the population of limited-English-proficient (LEP) students in the schools and their educational needs. Several options for organizing programs are described, including transitional bilingual education programs, pull-out ESL instruction, and self-contained ESL classrooms. All are seen as segregating LEP students from their peers. The

ED 351 899 HE 025 953

Gamson, Zelda F.; And Others
Assessing Faculty Shortages in Comprehensive Colleges and Universities. Working Paper #2.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Aging in Academia; *College Faculty; Colleges; Departments; Employment Projections; Enrollment; Full Time Faculty; Higher Education; Labor Market; Teacher Employment; *Teacher Recruitment; *Teacher Shortage; Teacher Student Ratio; *Teacher Supply and Demand; Trend Analysis; Universities; Work Environment

This paper synthesizes leading national studies of academic labor markets and focuses on the implications of changes in faculty labor markets for comprehensive universities, four-year primarily undergraduate universities that are neither research universities nor liberal arts colleges. It draws on several national studies to present statistics on anticipated faculty supply and demand for higher education as a whole and then disaggregates those statistics for comprehensive institutions. It also presents responses to the changing labor market in several departments in comprehensive institutions, as indicated in preliminary findings from a field study in New England. Described are the means by which some institutions have responded to changes in their labor pools and how some departments remain passive while others act proactively. It is noted that the departments most successful in recruiting and retaining productive faculty are devising creative strategies to this end. Several ways are suggested in which comprehensive institutions might respond to changes in the faculty labor market. Changes in the demand side are preferred rather than initiating supply side activities. Activities include basing promotion, tenure, and pay increases in ways supporting differentiated career paths; promoting alternative sources of faculty, introducing flexible time-tables for promotion and tenure decisions, development by institutions of strong and unique programs in certain areas thus making themselves more attractive to prospective faculty. Contains 20 references. (GLR)

ED 351 900 HE 025 954

Lynton, Ernest A.
New Concepts of Professional Expertise: Liberal Learning as Part of Career-Oriented Education. Working Paper #4.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Career Education; Course Content; *Curriculum Development; Educational Improvement; Education Work Relationship; Higher Education; *Liberal Arts; Postsecondary Education; *Professional Education; Professional Occupations; *Relevance (Education); Specialization

This report examines the nature of the expertise needed in most professions and higher level occupations based on findings of the Project on Liberal Learning Study. It is noted that all professions commonly hold that effective practice requires more the software was relatively free of bugs, technical documentation was clear and easy to follow, current data aggregations were problematic, data preparation and input time was slow and cumbersome, top manager involvement was lower than optimum, and conceptual understanding was difficult. In Phase III, participants were interviewed and findings were analyzed and reported. Participants expressed enthusiastic interest in implementation. The most common criticism was the labor-intensive nature of the initial data input. Suggested improvements were less restrictive fields and changes to user interface. A suggested use for the system was a base of program evaluation data. (Appendixes include a 96-item bibliography, interview forms, and supporting documents, such as lists of data and information needs, review of existing information systems, computer model, and software benefits.) (YLB)

ED 351 438 CE 061 739

Commission Memorandum on Vocational Training in the European Community in the 1990s.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Policy; Foreign Countries; Futures (of Society); *International Cooperation; International Organizations; *International Programs; Job Training; *Labor Force Development; Policy Formation; Postsecondary Education; Public Policy; Secondary Education; Student Certification; Technical Assistance; Technological Advancement; *Vocational Education
IDENTIFIERS- *European Community

As new European Community (EC) objectives become prominent in the coming years, vocational training policy will assume increasing importance. The socioeconomic context of the 1990s will be characterized by an accelerating pace of change and the growing role of intangible capital. New forms of work organization with new requirements for qualifications and human resource development will need to be developed. A balance will have to be achieved between investment in research and development to accelerate innovation and investment in training to create a skilled work force able to use and diffuse innovations. EC policies for professional qualifications should be seen in the framework of a double political objective: ensuring free movement of workers and developing common policies for vocational training. The starting point for EC action has been recognition of the diversity of education and training systems of Member States. From here, EC training policy has built on the principles of coordination of policies, convergence of initiatives, and transnational cooperation. Central objectives for future EC training policy can be grouped under three headings: investment, improvement, and transparency (equal access). EC action on training has two strands: setting common objectives to be pursued by Member States and identifying objectives and actions to be pursued by the EC to support and complement national policies. (YLB)

ED 351 439 CE 061 919

Vocational Training: Pitfalls to Avoid.
PUB DATE- Aug 92
NOTE- 3p.

ED 351 457 CE 062 186

Bargnesi, Mary Lou; And Others
Cross Academic Credit. Bookkeeping. Final Report.
SPONS. AGENCY- Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
PUB DATE- Jul 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Behavioral Objectives; *Bookkeeping; *Business Education; Clerical Occupations; *Competence; Competency Based Education; Course Content; Educational Philosophy; Evaluation Methods; High Schools; *Integrated Curriculum; Mathematical Applications; Office Occupations Education; State Curriculum Guides; Student Evaluation; Vocational Education
IDENTIFIERS- *Connecticut; *Cross Credit Courses

This prospectus for a bookkeeping course is one of a series of business education position papers/curriculum guides developed for high schools in Connecticut to demonstrate that business courses can be used as part of an integrated academic and vocational curriculum. The guide is organized into the following six sections: (1) business department philosophy; (2) course philosophy for bookkeeping; (3) mathematics standards included in bookkeeping; (4) 7 course goals; (5) 13 student outcomes or competencies; (5) 26 methods of assessment of student outcomes; and (6) a list of 7 references to books and computer software used to prepare the guide. (KC)

ED 351 458 CE 062 187

Cross Academic Credit. Accounting. Final Report.
SPONS. AGENCY- Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
PUB DATE- Jul 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Accounting; Behavioral Objectives; *Business Education; *Competence; Competency Based Education; Course Content; Educational Philosophy; Evaluation Methods; High Schools; *Integrated Curriculum; Mathematical Applications; State Curriculum Guides; Student Evaluation; Vocational Education
IDENTIFIERS- *Connecticut; *Cross Credit Courses

This prospectus for an accounting course is one of a series of business education position papers/curriculum guides developed for high schools in Connecticut to demonstrate that business courses can be used as part of an integrated academic and vocational curriculum. The guide is organized into the following six sections: (1) business department philosophy; (2) course philosophy for accounting; (3) mathematics standards included in accounting; (4) 4 course goals; (5) 12 student outcomes or competencies; (5) 19 methods of assessment of student outcomes; and (6) a list of 5 references to books and computer software used to prepare the guide. (KC) value orientation, motivations/incentives for support, literacy use context, inter- and intraorganizational interactions between RISE and its client organizations, and employer-employee perceptions of RISE participants. The following findings merited consideration for policy and practice: (1) workplace literacy education must be an integral part of an employee development strategy to be optimally effective; (2) all levels must "buy in"; (3) to enhance productivity in the workplace, the nature of work as well as the literacy skills of workers may need to be modified; and (4) to improve worker performance within an organization, programs must conform to the organizational context. (YLB)

ED 351 478   CE 062 232

Proposed Legislation--Lifelong Learning Act of 1992. Message from the President of the United States Transmitting a Draft of Proposed Legislation Entitled "Lifelong Learning Act of 1992." 102d Congress, 2d Session.
PUB DATE- 14 May 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Adult Education; Educational Finance; *Educational Legislation; Education Work Relationship; Eligibility; Federal Legislation; *Grants; *Lifelong Learning; Paying for College; Postsecondary Education; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Congress 102nd; Proposed Legislation

This publication begins with a message from the President of the United States, George Bush, transmitting to the Congress the "Lifelong Learning Act of 1992." A draft of the proposed legislation to amend the Higher Education Act of 1965 follows. Its key provisions, intended to encourage lifelong learning, are as follows: (1) to extend eligibility for Pell Grants and the three Guaranteed Student Loan programs to students studying less than half time; (2) to authorize the Student Loan Marketing Association to originate loans under a Lifelong Learning Line of Credit for education and job training to be repaid based on the borrower's ability to pay; and (3) to explore the use of high-quality education and training programs offered by nonschool based providers. A section-by-section analysis is also provided of this act that would provide all citizens the flexibility needed to pursue postsecondary education and improve their employment skills, while balancing their current commitments to jobs and families. (YLB)

ED 351 479   CE 062 233

Professional Military Education. Hearings before the Military Education Panel of the Committee on Armed Services, House of Representatives, One Hundred Second Congress. First Session (February 5, April 17, 24, September 18, November 1, 5, and December 16, 1991).
PUB DATE- 92
NOTE- 333p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Curriculum Development; Educational Change; *Military Schools; Military Science; Military Service; *Military Training; *Officer Personnel; Postsecondary Education
IDENTIFIERS- Congress 102nd

WordPerfect and Lotus 1-2-3. Course outlines were developed for the English as a Second Language (ESL), General Educational Development (GED), and job skills components. Advertising brochures were written in Tagalog, English, and Chuukese. Program participants were accepted on an open-entry/open-exit policy. Diagnostic tools and other assessment inventories were used to determine needed services. ESL participants' lessons were individualized and based on each participant's self-determined needs; GED participants took screening tests and worked on weak areas. The component dealing with differences between Guam and home cultures was integrated with the ESL component. A survival handbook was developed for instructor and tutor use to increase participants' awareness of Guam's culture. Program participants and the program were evaluated through these forms: attendance and enrollment, survey placement, weekly and monthly progress reports, job profiles, performance surveys, interviews, and classroom observation reports. (YLB)

ED 351 499 CE 062 261

Groff, Warren H.
Toward the 21st Century: Preparing Strategic Thinkers in Vocational, Technical, and Occupational Education for Building Learning Communities.
PUB DATE- 92
NOTE- 234p.; For related documents, see ED 272 247, ED 290 860, ED 319 882, and ED 335 519.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; *Community Colleges; Critical Thinking; Distance Education; Futures (of Society); Labor Force Development; Lifelong Learning; *Nontraditional Education; *Productive Thinking; Seminars; Strategic Planning; Summer Programs; *Teacher Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- Nova University FL

The 1992 component of Emergence of Vocational, Technical, and Occupational Education (E-VTO) focused on preparing strategic thinkers in vocational, technical, and occupational education (VTO) for building learning communities. The E-VTO seminar was one of the two seminars that comprised the VTO specialization of Nova University's doctoral program to prepare community college personnel. The seminar was offered during the Summer Institute. Students were provided with a study guide and two textbooks in the spring. They were expected to complete a learning contract, two assignments, and a paper before the Summer Institute. The Summer Institute included an opening speech that provided an overview and 10 structured roundtable discussions conducted by faculty on such topics as "Rethinking, Restructuring, Revitalizing." Concentrations in technology education and computer studies were planned for 1992-93. A concurrent Summer Institute theme session was "Developmental Tasks toward the 21st Century: Learning Communities of the Future," which focused on developmental tasks for Nova Communiversity II. Students at the Summer Institute developed "learning community" action plans which were presented at the closing session. Much of the "Rethinking, Restructuring, Revitalizing" discussion is summarized; handouts are provided. Appendixes include 24 references and correspondence and memos sent to students. The following seminar papers prepared by Summer Institute students are included: "The Emergence of the

Writing Skills
IDENTIFIERS- *Workplace Literacy

The views and practices of literacy advocates who focus on workplace literacy foster an impoverished understanding of adult literacy and, ultimately, life itself. They reduce literacy to something that is "functional" in the reductive sense of serving someone else's ends as a functionary. A "functionally literate" person is a consumer of someone else's (for example, corporate capitalism's) language, ideas, and ideology rather than an active agent and producer of language, self, and society. Gaining workplace literacy is dramatically different from the goal of adult literacy education: to help adults gain greater control over their lives. Teaching reading in small active groups rather than using one-on-one tutoring, workbook-driven instruction, or independent computer use helps produce adults' ability to step outside themselves and see the world from a different perspective. Adult basic education students' perceptions of what constitutes functional literacy relate to contextual situations that are not limited to doing a job. Consequently, poetry, stories, drama, jokes, riddles, and language play of all types offer a natural basis for literacy education. Developing literacy range and power takes time, so educators must be honest about what and how little can be gained in workplace literacy lessons. They must resist attempts to trivialize the power of reading and writing. (Contains 21 references.) (CML)

ED 351 517   CE 062 317

Criterion-Referenced Test Items for Vocational Education. Final Report.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 30 Jun 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Auto Mechanics; Child Caregivers; Child Care Occupations; Competence; *Computer Oriented Programs; *Criterion Referenced Tests; Drafting; Electronics; *Inservice Teacher Education; Job Skills; Machine Tools; Secondary Education; Test Construction; *Test Items; Test Validity; Two Year Colleges; *Vocational Education
IDENTIFIERS- Missouri

A project was conducted to develop and validate criterion-referenced test items for the following vocational education programs: child care worker, machine shop, electronics, drafting, and automobile mechanics. For each of the programs, the following activities took place: a project coordinator was assigned, subject-area instructors and a test construction expert were selected to participate in the test item development workshop, existing material was identified, a test item development workshop was conducted, tests were submitted for validation by test-construction experts, suggested changes were incorporated and field tested at various sites within Missouri, additional revisions accommodated field test results, and copies and computer disks of the tests were prepared for use during an inservice meeting of the Missouri Vocational Association. The tests are suitable for use by secondary schools, vocational-technical schools, junior colleges, and other institutions of higher and special education. The postcompulsory education and training; many young people leaving the system with low or no qualifications; few science and technology graduates produced by the United Kingdom; and, until recently, unregulated vocational education standards). Chapter 3 describes current educational reform in the United Kingdom. Chapter 4 describes the provision of vocational education in the CTCs, where efforts have included developing a new model of vocationalism, developing a business culture, broadening and accrediting the curriculum, developing a technological baccalaureate, and developing methods of credit transfer. Chapter 5, entitled "The Shape of Things to Come" provides a glimpse of likely national and international issues related to the opening of the Single Market in Europe from 1993. Appendices describe education in seven countries and the World ORT Union and describe a technological baccalaureate program. There are 53 references. (CML)

ED 351 534 CE 062 385

Building a Quality Workforce: An Agenda for Postsecondary Education. A Report of the SHEEO Committee on Workforce Preparation.
PUB DATE- Sep 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Accountability; Basic Skills; *College Role; *Educational Improvement; *Educational Needs; Educational Planning; Education Work Relationship; *Futures (of Society); Higher Education; Incentives; Institutional Cooperation; *Labor Force Development; Secondary Education; *Statewide Planning
IDENTIFIERS- Tech Prep

Educational institutions have neglected an urgent need to prepare workers for high-skill, high-performance jobs. Among the challenges states face are the following: (1) strengthening the basic skills achievements of all students, especially those from disadvantaged environments; (2) linking schools, colleges, communities, and work; (3) assessing skills and other outcomes that show what students know and can do; (4) conducting state-level comprehensive planning and coordinating programs, services, and financial resources; and (5) developing incentives and accountability mechanisms that promote and ensure successful efforts. Five areas through which higher education can work in partnership with elementary and secondary education, business, industry, labor, and government to build and support a high quality work force readiness system are as follows: program quality, school-college-work connections, skills assessment, state planning and coordination, and incentives and accountability. (A notes section contains 92 citations to other reports on educational quality and skill needs.) (KC)

ED 351 535 CE 062 389

Stacey, Nevzer; And Others
Military Cutbacks and the Expanding Role of Education: Proceedings of a Conference (May 1991).
PUB DATE- Oct 92
NOTE- 211p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Vocational Education; *Dislocated Workers;

*Program Effectiveness; Program Evaluation; Program Implementation; Self Evaluation (Individuals); *Vocational Education

The National Center for Research in Vocational Education (NCRVE) partially supported 10 new or extensively revised leadership development projects at 7 institutions of higher education designed to improve the leadership attributes of graduate students in vocational education. The projects adopted as instructional objectives one or more of the leadership attributes proposed by NCRVE and cooperated in implementing a common evaluation plan. From 180 participants and project directors, NCRVE collected quantitative data about participants' preprogram leadership attributes, satisfaction with the program, postprogram attributes, and leadership behavior and performance 6 months after the program as well as qualitative data about perceptions about effectiveness of program activities. Meta-analysis results indicated the following: participants were very satisfied with the programs and believed they were of great value to their professional development; overall, the programs had a significant impact on the participants' perceptions of their leader attributes; the number of leader attributes that improved significantly appeared related to certain program characteristics; programs were not very successful in developing prespecified attributes; and of the six attributes that best explained leader effectiveness, two (adaptable, open to change and insightful) readily improved and two (team building and willing to accept responsibility) were more resistant to change. (YLB)

ED 351 552 CE 062 417

Martin, Laura M. W.; Beach, King
Technical and Symbolic Knowledge in CNC Machining: A Study of Technical Workers of Different Backgrounds.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Manufacturing; *Educational Background; Employee Attitudes; *Employment Experience; Engineering Education; Engineers; *Experiential Learning; *Intellectual Development; Job Performance; Job Skills; Machine Tool Operators; Machine Tools; Machinists; *Numerical Control; On the Job Training; Postsecondary Education; Programing; Secondary Education; Skill Development; Technical Education; Thinking Skills; Trade and Industrial Education

Performances of 45 individuals with varying degrees of formal and informal training in machining and programming were compared on tasks designed to tap intellectual changes that may occur with the introduction of computer numerical control (CNC). Participants--30 machinists, 8 machine operators, and 7 engineers--were asked background questions and then presented with a series of paper-and-pencil tasks corresponding to the phases of the machining process. Participants' histories demonstrated many different routes into developing skills at work. Those who began careers by learning on the job were less likely to be involved in programming. Younger workers worked with CNC machines more often. The majority felt that hands-on experience supplemented by class work for certain basic topics was the most efficient way to develop skills in machining.

Further Education (TAFE) and Senior Colleges in Queensland, Australia. A multiple case study methodology was used. Data were collected from a literature review, college visits, visits to other TAFE authorities, group discussions with industry representatives, submissions from TAFE and Senior Colleges, and interviews. The courses selected included certificate, associate diploma, and noncertificate level programs; both apprenticeship and advanced trade courses were included. Findings indicated that a revised policy for internal assessment of students introduced into Queensland TAFE colleges in 1981 remained as current policy in the area of student assessment and moderation and needed to be updated following significant developments in vocational education and training. Colleges regarded the existing policy as a "procedures" rather than a "policy" document and were concerned that functions were imposed on them without appropriate structures for implementing the functions. (Contains 15 references.) (YLB)

ED 351 571 CE 062 456

Courtney, Sean
Why Adults Learn: Towards a Theory of Participation in Adult Education.
PUB DATE- 92
NOTE- 191p.; Routledge Series on Theory and Practice of Adult Education in North America.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Learning; *Educational Research; Educational Theories; *Motivation; *Participation; Psychological Studies; *Social Influences; *Social Psychology; Social Science Research

Voluntary participation in organized learning activities by adults is probably the most researched subject in the literature of adult education. Research goes back to the earliest days of 20th-century adult education in the United States. Surveys of adult learners within a broad empirical-positivist or policy-oriented framework are still the most frequent form that research in adult education takes. Theoretical attempts to explain participation have been much less plentiful until recently. Most modern research on adult learning and its causes is largely psychological in tone and tendency and fails to do justice to the environment or social context in which the activity occurs. In general, each of the major types of psychological explanations measures a fraction of the total reality. A persistent problem is how to derive a set of behaviors or actions (participation) based only on knowledge of motives and motivational antecedents. A transition may be made away from learning as intrinsically psychobiological in nature and toward a view of it as a species of socially significant and normative action. The implications of this view can be developed through a study of the concept of social participation, especially as it relates to two of the more significant dimensions of that concept: membership in voluntary associations and uses of leisure. This interpretation can be extended by examining adult education in the context of society at large and its major functions. (Appendices include endnotes, 303-item bibliography, and index.) (YLB)

ED 351 572 CE 062 457

Houle, Cyril O.

the course include a course outline, objectives, a topical outline, and 20 lessons for English as a Second Language. Lessons consist of objectives, information, and exercises. Topics covered are as follows: verb tenses, asking questions, measurement, prepositions, directions, complex sentences, possessives, reading skills, conditionals, use of verbs, quantity, and countable and noncountable nouns. An appendix contains a review of verbs. (KC)

ED 351 591 CE 062 493

English Language for the Chemical Plant.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 80p.; For related documents, see CE 062 480-501.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Adult Literacy; Basic Skills; *Chemical Industry; *Chemistry; Communication Skills; Daily Living Skills; Employment Potential; *English for Science and Technology; English for Special Purposes; *English Instruction; *Job Skills; Limited English Speaking; Literacy Education; Second Language Instruction; *Skill Development; Technical Occupations; Vocational English (Second Language)
IDENTIFIERS- *Workplace Literacy

This document is one of a series of student workbooks developed for workplace skill development courses or workshops by Mercer County Community College (New Jersey) and its partners. Designed for chemical plant employees, the course covers basic English speaking and writing skills needed to communicate effectively at work and outside the workplace. Much of the vocabulary covered and the reading, writing, and role playing assignments were developed for workers at Rhein Chemie in New Jersey. The materials for the 40-hour course include a course outline, objectives, a topical outline, a list of chemical vocabulary and definitions, and 15 lessons. Lessons consist of objectives, information, exercises, and worksheets. Topics covered are as follows: verb tenses, asking questions, measurement, prepositions, directions, complex sentences, possessives, reading skills, conditionals, use of verbs, quantity, and countable and noncountable nouns. (KC)

ED 351 592 CE 062 494

Language Skills for Line Workers in Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 136p.; For related documents, see CE 062 480-501.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Adult Literacy; *Communication Skills; Daily Living Skills; Employment Potential; English for Science and Technology; *English for Special Purposes; Industrial Education; *Job Skills; Limited English Speaking; Listening Skills; Literacy Education; *Manufacturing; Motor Vehicles; Reading Instruction; Second Language Instruction; Skill Development; Skilled Occupations; Technical Occupations; *Vocational English (Second Language); Writing Instruction

PUB DATE- Oct 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Curriculum Development; *Educational Attitudes; *Educational Improvement; High Schools; *Integrated Curriculum; Negative Attitudes; *Teacher Attitudes; *Track System (Education); *Vocational Education

A 2-year, in-depth study of curriculum tracking in three large metropolitan-area high schools found that most high school teachers and administrators hold vocational education in low regard. Such thinking is a barrier to educational reforms proposed to integrate and improve academic and vocational education. Radical changes may be difficult to implement in large, comprehensive high schools with long-standing "tracking" systems, deeply rooted institutional cultures, and other constraints that range from parental or community demands and changing demographics to altered state requirements and resource cuts. The study found that at the three schools' honors and college-preparation courses were at the top in esteem and much of vocational education at the bottom. Vocational curriculum was held in such low esteem that it had practically no effect on curriculum decision making. Among barriers to change were the following: (1) there is a prevalent belief that high school students' abilities and motivation cannot be changed much; (2) almost all high schools act on these beliefs about students' differences by creating a split curriculum designed to accommodate students' various dispositions toward school work, not to alter them; (3) this split curriculum in high schools grants higher status to college-preparation courses, teachers, and students than to vocational courses, teachers, and students; and (4) matching students to courses is often strongly influenced by class, racial, and ethnic stereotypes. The study suggests that the present system is dysfunctional and that the only way to change it is to create a working model that displays a strong integrated curriculum. (KC)

ED 351 611 CE 062 530

Aerospace Technology Curriculum Guide. Invest in Success. Vo. Ed. #260.
PUB DATE- Apr 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Technology; *Articulation (Education); *Behavioral Objectives; Competence; *Competency Based Education; Curriculum; Curriculum Development; Employment Potential; Job Skills; Postsecondary Education; Secondary Education; Standards; *Vocational Education

This document contains standards for an articulated secondary and postsecondary curriculum in aerospace technology. The curriculum standards can be used to ensure that vocational programs meet the needs of local business and industry. The first part of the document contains a task list and student performance standards for the aerospace technology curriculum. It is followed by seven modules of curriculum standards, consisting of tasks, performance objective, and enabling objectives for the following curriculum areas: history of flight, principles of flight, aerospace vehicles, aerospace

IDENTIFIERS- *Openness
This paper opens by describing research since 1975 (McCrae and Costa) on a set of related traits that identified as aspects of Openness to Experience. The historic roots of the concept of Openness to Experience are traced. Data are provided on the convergent and discriminant validity of the six Revised NEO-Personality Inventory facets of Fantasy, Aesthetics, Feelings, Actions, Ideas, and Values. Factor analyses are reported that demonstrate that these traits covary to define a broad dimension that can appropriately be called "Openness." It is shown that they are weakly and inconsistently related to psychometric measures of intelligence and to self-report measures of Intellectance that emphasize academic ability. These data are claimed to suggest that the fifth basic dimension of personality is better constructed as Openness than as Intellect. Finally, the book, "A Natural History of the Senses," by Diane Ackerman, is introduced and recommended for those who wish to gain a phenomenological perspective on Openness. (Contains 30 references.) (ABL)

ED 351 631 CG 024 632

Stay In--You Win: Module One. Project Overview.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- Jan 92
NOTE- 86p.; For related documents, see CG 024 633-635.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Foreign Countries; High Schools; *High School Students; Potential Dropouts
IDENTIFIERS- Alberta; *Stay In You Win Project AB
The Stay In--You Win project of Alberta, Canada is designed to harness the resources of the school, community, and parents in support of the student staying in school and completing a high school diploma. It is an approach dependent upon partnerships and teamwork. It is an approach based on research findings from around the world, programs that have worked elsewhere, and resources available in Alberta. Because several Alberta high schools have already introduced comprehensive dropout prevention programs while others are just beginning, the project is designed in modules which make it easier to access the appropriate information for any stage of implementation. (This document presents Module One of the project which is designed to provide a minimal amount of information on the nature and extent of the dropout problem and to analyze the participants, educators, parents, and students. It is a review of the problems that will help school personnel to get started in planning their Stay In--You Win initiatives. Brief descriptions of each of the six modules are provided. Analysis of three significant audiences of dropout prevention programs (educators, parents, and students) is presented. A summary of factors that put students at risk is included. An extensive article is appended: "Effective Strategies for Dropout Prevention; Twelve Successful Strategies To Consider in a Comprehensive Dropout Prevention Program" (M. Duckenfield and others). (ABL)

ED 351 632 CG 024 633

Stay In--You Win: Module Two. Dropouts: Problems and Solutions.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.

about a male or female job applicant, and then rated the person on several traits. The traits were summed to form three scales: male sex-typed, female sex-typed, and sex-neutral. Subjects then made a selection decision. They were then allowed to access more information, and change their ratings. The results provided no evidence that the subjects formed stereotypic impressions of the applicant, and no indication of bias against women in the selection decision. There was some indication that subjects rated opposite sex applicants lower than same sex applicants on the trait ratings, but this bias decreased after subjects viewed the positive additional information. (ABL)

ED 351 651 CG 024 654

Stohs, Joanne Hoven
Couples and Conflicts over the Household Division of Labor.
PUB DATE- Nov 92
NOTE- 31p.; Paper presented at the Annual Conference of the National Council on Family Relations (54th, Orlando, FL, November 4-10, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Conflict; *Sex Differences
IDENTIFIERS- *Division of Labor (Household)

It is well-established that women perform the vast majority of household tasks. This study examined conflicts over the household division of labor. The study respondents (N=140) were obtained from a mailed survey to a national sample of 500 households in the winter of 1991. Of the 140 respondents, 78 were couples. Each household was sent a survey which requested information on who most often performed the six most time-consuming tasks; the reasons why those who performed the tasks did so; the level of satisfaction with the division of household tasks; and possible reasons for conflicts over household tasks. In addition, data was collected on yearly household income, personal income, current job title, hours worked for pay each week, race, religion, education, marital status, and a list of all household members by age and sex. The majority of the women engaged in traditional female household tasks while the vast majority of men did not. The tests that assessed the reasons for women's housecleaning indicated that women and men did not identify gender reasons any more often than practical reasons. It appeared that younger women were less satisfied with the division of household labor because they felt it burdened the person engaging in it or it was unfairly shared. Such results challenge the notion that housework is a welcome opportunity to demonstrate gender, at least among younger women. (ABL)

ED 351 652 CG 024 655

Duke, Carla E.; Murdock, Nancy L.
Characteristics of Counselor Self-Disclosure.
PUB DATE- Aug 92
NOTE- 31p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992). This was partially supported by a grant from the University of Missouri - Kansas City Women's Council.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

collection include: "Family Uses of Literacy: A Critical Voice" (D. Madigan); "Intergenerational Literacy: Impact on the Development of the Storybook Reading Behaviors of Hispanic Mothers" (D. Eldridge-Hunter); "Portfolio Assessment: Teachers' Beliefs and Practices" (J. Flood and others); "Psychometric Properties of the Reader Retelling Profile: A Case Study" (K. E. Meredith and others); "The Validity and Utility of Portfolio Assessment" (P. Dewitz and others); "An Examination of 'The Simple View of Reading'" (L. G. Dreyer and L. Katz); "An Exploration of Meaning Construction in First Graders' Grand Conversations" (L. M. McGee); "Intertextuality: Searching for Patterns That Connect" (K. G. Short); "One Writer's Construction of Text and Self: The Role of Voice" (G. Kamberelis and W. McGinley); "Children's Metacognitive Knowledge about Reading and Writing in Literature-Based and Conventional Classrooms" (L. B. Gambrell and B. M. Palmer); "Implementing Whole-Language Instruction for Young Children: Cases of Teacher Development and Change" (B. J. Bruneau); "Reading without Ability Grouping: Issues in First-Grade Reading Instruction" (D. P. Hall and P. M. Cunningham); "A Case Study of Academic Literacy Tasks and Their Negotiation in a University History Course" (M. L. Simpson and S. L. Nist); "Predicting the Location of Answers to Textbook Search Tasks" (M. J. Dreher); "Dynamics of Change: Speculation on a Forthcoming Model of Response to Literature" (K. Armstrong); "Non-Traditional Learners' Written and Dialogic Response to Literature" (V. J. Goatley and T. E. Raphael); "Circles within Circles: The Uses of Storytelling within a Seminar for Preservice Reading Teachers" (S. J. Moore and R. V. Lalik); "Collaborative Research on Teacher Study Groups: Embracing the Complexities" (C. Klassen and K. G. Short); "Incident at Paradigm Springs: Fieldnotes on Writing from a Critical Stance" (J. Konopak); "Literature, Literacy, and Resistance to Cultural Domination" (L. Spears-Bunton); "Persons and Society in Reading: Connections to Liberalism and Beyond" (B. Kachuck); "A Content Analysis of Basal Readers: Teaching Suggestions for ESL/LEP Students Learning to Read English" (J. S. Schumm, and others); "Flexible Scaffolds: Shared Reading and Rereading of Story Books in Head Start Classrooms" (C. A. Elster and C. A. Walker); "Examining Content Area Reading Beliefs, Decisions, and Instruction: A Case Study of an English Teacher" (E. K. Wilson and others); "Effects of Word-Related Variables on Vocabulary Growth through Repeated Read-Aloud Events" (C. B. Leung); and "Matthew Effects in Learning New Words while Listening to Stories" (T. Nicholson and B. Whyte). (RS)

ED 351 672   CS 011 093

Pollock, John S.; Morgan, Kathy L.
Reading Recovery/Early Literacy Program 1991-92, Private Industry Council. Final Evaluation Report.
PUB DATE- 4 Dec 92
NOTE- 24p.; For related reports, see ED 343 108-109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Early Intervention; Grade 1; *Instructional Effectiveness; Parent Participation; Primary Education; *Reading Improvement; Remedial Programs; *Remedial Reading; Small Group Instruction
IDENTIFIERS- Columbus Public Schools OH; Emergent Literacy; *Reading Recovery Projects

A study evaluated the effectiveness of the Reading Recovery/Early Literacy program, which provided early intervention to

Contexts

The principle of empathic learning (involving activities that help students feel what it is to be like someone else) can be used to teach poetry, a material about which students have strong prejudices, and an activity they cannot imagine themselves ever doing or being interested in. First, students are presented with the conception that people read and write poetry for itself, like crafts, sports, or going to movies. Students are told that poetry is a kind of game, and the first game the instructor talks about is the game of balancing oppositions. After discussing a poem full of oppositions, students suggest pairs of opposites, analyze poems in their textbooks, and write very brief opposition poems themselves. Similar activities are conducted for persona poems (in which the speaker is clearly not the poet); and the stances of apostrophe and reminiscence. Students are told that poets play games: then the students play the same games for themselves and share the results with the class. (RS)

ED 351 691 CS 213 588

Randic, Jasna
The Role of Native American Traditions in the College Composition Classroom.
PUB DATE- 21 Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; *American Indian Literature; American Indians; Cultural Context; *Figurative Language; Higher Education; *Literary Genres; Literary Styles; Reading Materials; *Writing Instruction
IDENTIFIERS- Native Americans; Oral Tradition; Writing Contexts

By including more of the works written by Native Americans, college composition students benefit from a wealth of literary works, and perhaps they will be able to move beyond preconceptions about the difficulties of comprehending traditional Native American texts. Two speeches (Leslie Marmon Silko's speech "Language and Literature from a Pueblo Indian Perspective" and N. Scott Momaday's speech "Man Made of Words") show how the wealth of imagery, vividness of prose, innovative presentation of meaning, and ideas about language translate into the composition classroom. Silko uses metaphor to draw attention to the linear and non-linear rhetoric of Native American literature. She also explores the idea that stories do not really end but rather that a story is a beginning of other stories. Momaday discusses in detail the essential qualities of landscape and how it ties together the individual and culture. Native American literature offers a wealth of possibilities for the composition teacher. Native American texts can teach students a sense of community and encourage reader participation because part of understanding the story lies with the listener. In addition, students can also benefit from realizing the strong reverence for language in Native American texts. Storytelling can be incorporated into class work to show that everyone is a storyteller and has stories to tell. (RS)

ED 351 692 CS 213 592

Education; *Narration; Preschool Education; Research Methodology
IDENTIFIERS- *Discourse; Literary Theory

An ethnographic study of a pre-school classroom explored an unconventional triangulated framework using literary theory, cultural and critical theory for communication inquiry into the narrative experiences of multicultural children. Field observations were conducted during 1991 in a pre-kindergarten class in a western United States university town; seven children of diverse nationalities were observed. The study experiments with a humanistic framework for interpreting narrative discourses on two levels: (1) narratives--written, oral, and gestural--of children from multi-cultural, non-U.S. backgrounds; and (2) written and oral narratives of the head teacher who represents organizational classroom activity, program philosophy, and values of the dominant culture. The ultimate purpose of such dialectical analysis of narrative and tale structures in the two sets of discourse is to reveal, by means of embedded ideologies, cultural codes, significant clusters, and symbolic meanings, the process of consent and struggle between the discourse systems. Further, by examining this process it should also be possible to portray the particular socio-cultural system of the classroom. (Thirty-eight references are attached.) (Author/PRA)

ED 351 711 CS 507 927

Avery, James R.; Marra, James L.
Student-Run Advertising Agency: A Showcase for Student Work.
PUB DATE- Aug 92
NOTE- 49p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advertising; College Students; *Experiential Learning; Higher Education; School Community Relationship; *Work Experience
IDENTIFIERS- *Advertising Agencies; *Student Led Activities

One of the best forums for teaching creativity in advertising is the student-run advertising agency. It is organized like a typical advertising agency with a creative department, a media department, a research department and an account service department, and has a pyramidic structure. Student-run advertising agencies exist for two primary reasons: (1) they help to give the student experience; and (2) they provide a service to the community. Comments from former participants in student-run advertising agencies who are now employed in advertising show that experience in on-campus agencies gives students a competitive edge in their job searches. The teaching environment in a student-run advertising agency is more like the professional world and less like the academic world because it teaches by doing, in a hands-on environment. (Nineteen examples of student work are attached.) (SR)

ED 351 712 CS 507 928

Marra, James L.; Avery, James R.
Student Advertising Competitions: Student Perspectives on the AAF

Level; Factor Analysis; Media Research; *Minority Groups; *Newspapers; *Predictor Variables
IDENTIFIERS- Spatial Factors

A study examined spatial factors (minority population, segregation, racial differences in the workforce and the educational system, and minority public officials) and organizational factors (ownership and circulation) that may predict newsroom minority employment. Data for this secondary analysis of 172 newspapers were gathered from earlier studies conducted by the American Society of Newspaper Editors (ASNE), the United States census, and other sources. Regression analysis and analysis of variance suggest that the most significant predictors of newsroom minority employment are minority population, newspaper ownership, race of mayor, and ethnicity of regional workforce. (Five tables of data are included; 15 references are attached.) (Author/RS)

ED 351 730 CS 508 002

Gokcora, Deniz
A Descriptive Study of Communication and Teaching Strategies Used by Two Types of International Teaching Assistants at the University of Minnesota, and Their Cultural Perceptions of Teaching and Teachers.
PUB DATE- Nov 89
NOTE- 40p.; Paper presented at the National Conference on the Training and Employment of Teaching Assistants (2nd, Seattle, WA, November 15-18, 1989).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Communication; Classroom Research; Cultural Differences; *Foreign Students; Graduate Students; Higher Education; *Student Attitudes; Student Evaluation of Teacher Performance; *Teacher Behavior; Teacher Student Relationship; *Teaching Assistants; *Teaching Methods; Teaching Styles
IDENTIFIERS- *Communication Strategies; University of Minnesota

A two-part study examined the use of communication strategies by two types of international teaching assistants (ITA) in the classroom, and cultural perceptions of teaching and teachers. Two representative kinds of ITAs were hypothesized to exist: (1) a type "X" ITA who has tight control of discussion in class, calls on students instead of asking them to volunteer, and likes to lecture; and (2) a type "Y" ITA who encourages students to ask questions in class, stimulates students to talk, and waits for students to volunteer to answer questions. Two type "X" and three type "Y" ITAs were chosen based on recommendations of instructors in the TA English program. The ITAs' classes were audiotaped and transcribed. Results indicated that although there was not much difference in the teaching strategies used by the two types of ITAs, type "Y" ITAs asked more comprehension questions and used elaboration more frequently than type "X" ITAs. In the second part of the study, a semantic differential questionnaire designed to evaluate cultural perceptions of teachers was administered to 18 ITAs and 19 undergraduate students. Results indicated that ITAs and undergraduates think reliability and encouragement are the two most important concepts in defining a good teacher. Findings suggest that the ITA English Program at the University of Minnesota has noticeably influenced what ITAs think of how they should teach in an American university. (Three tables of stakeholders about the mission of Utah public education; (9) personalize education; (10) support research and development with emphasis on local initiatives; and (11) expand and strengthen school/business partnerships. (LMI)

ED 351 750 EA 024 410

Loar, Celeste
The Pocket Condition of Education 1992.
PUB DATE- Oct 92
NOTE- 13p.; For full report, see ED 344 347.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Assessment; *Educational Resources; *Elementary Secondary Education; Pamphlets; *Postsecondary Education; *School Demography; *School Statistics; Tables (Data)
IDENTIFIERS- *Indicators

A small sample of the 60 indicators contained in the "Condition of Education, 1992" are provided in this brief booklet. Ordering information to receive the complete 421-page book is listed along with the following tables: (1) High school completion rate for 19- to 20-year-olds; (2) student drug and alcohol use; (3) immediate transition for high school to college; (4) transition from high school to work; (5) educational attainment at ages 25 to 29; and (6) international comparisons of educational attainment. (MLF)

ED 351 751 EA 024 416

St. John, Edward P.; And Others
The Louisiana Accelerated Schools Project First Year Evaluation Report.
PUB DATE- Jun 92
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acceleration (Education); *At Risk Persons; Educationally Disadvantaged; Elementary Education; High Risk Students; Nontraditional Education; Program Effectiveness; *Program Evaluation; Program Implementation; *School Restructuring; *State Programs
IDENTIFIERS- *Accelerated Schools; *Louisiana

The Louisiana Accelerated Schools Project (LASP) is a statewide network of schools that are changing from the traditional mode of schooling for at-risk students, which stresses remediation, to one of acceleration, which stresses accelerated learning for all students. The accelerated schools process provides a systematic approach to the restructuring of schools that serve predominantly at-risk students. This first-year evaluation report examines the progress made by eight elementary schools who joined the LASP in 1991. Data were obtained from interviews with teachers and administrators. Following the introduction, section 2 describes the project's major milestones, focusing on the primary tasks of the project teams. Section 3 describes the status of the eight schools, focusing on the major accomplishments for each school: taking stock; developing a vision; and identifying major challenges. Section 4 examines the interview findings to assess the schools' capacity-building processes and offers evidence that the three principles of accelerated schools--unity of purpose, empowerment with responsibility, and building on strengths--are taking hold. The following sections describe the status of education through three types of indicators: (1) input, such as funding, human resources, and enrollment; (2) process, such as curricular offerings; and (3) output, such as student achievement data. Each section begins with a summary of the major findings, an introduction to the topic, and a detailed description of the major findings. The final section provides an overview of the history of the state's educational system. Appendices contain additional data on the major findings. Thirteen tables and 28 figures are included. (LMI)

ED 351 773 EA 024 463

The Annual Condition of Education Report. A Report on Elementary, Secondary and Community College Education in Iowa.
PUB DATE- Nov 92
NOTE- 81p.; For 1991 edition, see ED 343 276.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; Educational Assessment; *Educational Improvement; Educational Objectives; *Educational Quality; *Elementary Secondary Education; *Outcomes of Education; Public Schools; *State Norms; Two Year Colleges
IDENTIFIERS- *Iowa; National Education Goals 1990

The progress of Iowa public elementary and secondary schools and community colleges made in 1992 toward the National Education Goals is described in this report. The first section describes selected initiatives designed to reach major goals of the state's strategic educational plan: increasing student achievement; transforming the education system; and building leadership and accountability. The second section describes Iowa's progress toward meeting each of the six National Education Goals. The third section presents elementary/secondary data on academic outcomes, enrollment trends, school finance, staff, and curriculum units. Basic information is provided on Iowa community colleges in the fourth section, which details their accomplishments, learner outcomes, enrollments, programs, and finance. A total of 19 figures and 64 tables are included. (LMI)

ED 351 774 EA 024 464

Ingersoll, Richard
Loosely Coupled Organizations Revisited.
PUB DATE- 91
NOTE- 53p.; Portions of paper were presented at the Annual Meeting of the American Sociological Association (83rd, August 1988) and the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Organizational Change; Organizational Climate; *Organizational Theories; Power Structure; *School Organization; *Social Control
IDENTIFIERS- *Loose Coupling Theory

The loosely coupled organizational approach is evaluated in this paper. This essay evaluates this line of research by focussing on an analysis of schools, which are usually considered to be the epitome of loosely structured organizations. It is argued that distinguishing the mode and degree of organizational coupling and control depends on where, by what criteria, and interview with Peter Martinez, the director of the Chicago Educational Initiative, on the role of foundation support in innercity school reform. He offers an optimistic perspective on the future of restructured governance in Chicago schools. A list of resources is included. (LMI)

ED 351 794 EA 024 486

David, Anna
Public-Private Partnerships: The Private Sector and Innovation in Education. Policy Insight Number 142.
PUB DATE- Jul 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Programs; Corporate Education; Educational Innovation; Elementary Secondary Education; *Nontraditional Education; *Private Financial Support; *Private Sector; Privatization; *School Business Relationship; School Choice

Partnerships between schools and the private sector as an alternative to increased taxes and service cuts are examined in this document. The introduction provides an overview of business involvement in U.S. education. The second section describes the private provision of infrastructure and types of school-business arrangements. Examples include the Education Alternatives, Inc. (EAI) partnership with Dade County; Mall of America with Minnesota school districts; MacDonald Research with Milwaukee Public Schools; Dade County's satellite schools; and Chicago's Corporate/Community School of America. The third section describes curriculum public-private partnerships, which take the form of private-practice teaching, charter schools, and Ombudsman Educational Service's alternative education programs. The fourth section examines methods of private-sector financing: business-funded voucher programs; the New American Schools Development Corporation; the Edison Project; and Boston University in partnership with Chelsea Public Schools. A conclusion is that given the tight fiscal constraints faced by many U.S. school districts, the potential for public-private partnerships in education is great. States should examine those forms of partnerships that offer mechanisms for ensuring accountability, including contracting out some instructional services, introducing charter legislation, allowing interdistrict school choice, promoting private provision of infrastructure, and contracting out private-school management. One table is included. (Contains 36 references.) (LMI)

ED 351 795 EA 024 487

Beales, Janet R.
Survey of Education Vouchers and Their Budgetary Impact on California: Working Paper. Policy Insight Number 144.
PUB DATE- Aug 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- Budgeting; *Budgets; Economic Impact; *Educational Finance; *Educational Vouchers; Elementary Secondary Education; Expenditure per Student; School Choice; *School District Spending; *State Action

persons under 25 and nearly 35 percent of persons over 75 years of age); (4) source of payment (48 percent said self or family paid for the devices); (5) unmet needs (2.5 million persons appear to have unmet needs for assistive technology devices; (6) poverty (people with low family incomes are more likely to use such devices); and trends (use of these devices increased faster than did the population even when data is adjusted for an aging population). Seven tables detail the findings. (DB)

ED 351 815 EC 301 633

Allan, Julie; Munn, Pamela
Teaming-Up: Area Teams for Learning Support. SCRE Research Report No. 38.
PUB DATE- Aug 92
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Consultation Programs; Elementary Secondary Education; Foreign Countries; *Learning Disabilities; Mainstreaming; Regional Programs; *Regular and Special Education Relationship; Remedial Instruction; *Resource Teachers; *Teamwork
IDENTIFIERS- Scotland; *Teacher Collaboration

This final report resulted from a 1-year evaluation of three Area Learning Support Teams, intended to provide a flexible and coordinated learning support service in three secondary schools and associated primary schools in one region of Scotland. The study interviewed 26 key people and used questionnaires to elicit opinions of 163 others. Findings and recommendations are grouped into six categories: (1) overview (e.g., a high regard was exhibited toward learning support staff by headteachers, mainstream teachers, and parents); (2) management of learning support (the role of team leader was a critical one); (3) responsibilities of the team leaders (no mandatory teaching responsibility is recommended to free leaders for the learning support coordination task); (4) concept of a team (team cohesiveness takes a long time to develop and such activities as staff development seminars may reinforce team cohesiveness); (5) team objectives (specific, realistic, and attainable objectives need to be identified by team members; and (6) team members in the classroom (greater involvement by team members in joint lesson planning and consultation is recommended). (Four references) (DB)

ED 351 816 EC 301 634

The Utilization of High School Students as Volunteers in Special Education. Student Manual. Project Support.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitudes; Career Exploration; Clubs; Definitions; *Disabilities; Guidelines; High Schools; High School Students; Professional Associations; Questionnaires; Self Concept; *Self Evaluation (Individuals); *Special Education; *Student Volunteers

Secondary Education; *Gifted; Higher Education; *Information Retrieval; Preschool Education; Search Strategies; *Special Education

IDENTIFIERS- *ERIC; *Exceptional Child Education Resources

This booklet is designed to explain how the ERIC (Educational Resources Information Center) and ECER (Exceptional Child Education Resources) databases can be used to find information about the education of children and youth who have disabilities or who are gifted. Chapters cover the following topics: what ERIC is, where ERIC can be found, how to use ERIC via manual and computer searching, how to search special education topics in ERIC, where to get copies of materials identified in an ERIC search, how to search the ECER database, functions of the ERIC clearinghouses, and how to contribute to the ERIC database. Appendixes provide an ERIC search worksheet, ERIC descriptors for disabilities and giftedness, ERIC publication types, a list of organizations in the disabilities and gifted field, a list of special education related databases, order forms, a list of ERIC clearinghouses, a list of special education journals, a list of online vendors, a list of 13 print resources, sample resumes of typical ERIC documents, and guidelines for accessing ERIC through computer networks. (JDD)

ED 351 836 EC 301 663

Navicky, Jen; And Others

Support Programs for At-Risk and Learning Disabled at Muskingum College.

PUB DATE- Oct 92

NOTE- 39p.; Paper presented at the Annual Conference of the North Central Reading Association (35th, October 8-10, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Programs; College Students; Foreign Students; Higher Education; *High Risk Students; *Learning Disabilities; *Program Implementation; *Student Personnel Services

IDENTIFIERS- *Muskingum College OH

The Center for the Advancement of Learning was established at Muskingum College (Ohio) in 1991 to coordinate services to disabled, at-risk, and international students. The Center has developed the PLUS Program and the PASS Program. The PLUS Program is a special support program for students with learning disabilities, which provides individual and group tutoring and coordinates such services as extended time testing and textbook taping. The PASS Program, which is available to all students, includes weekly workshops on learning strategies, personal half-hour strategy sessions, and a drop-in clinic for specific problems. Services to international students include workshops on time management and professor and advisor expectations. This report describes the Center's philosophy and orientation, background information on learning strategies, a profile of PLUS students, and results of a survey of PLUS graduates. Appended to the report are various assessment forms, a workshop schedule, and administrative items. (Contains 12 references.) (JDD)

ED 351 837 EC 301 664

Buckner, Alice E.

Empowering Parents of Junior High School Resource Students with Specific Learning Disabilities during the Individual Education

IDENTIFIERS- Sioux (Tribe); *Tutelo

Tutelo is a Siouan language that was once spoken in Virginia and the Carolinas. Before it died out, a few scholars collected enough data on the language to elicit the main features and characteristics of the language. This paper looks at the noun in Tutelo. Specific focus is on the shape of the root, the marking of gender and number, the expression of possession, the process of making a noun into a verb, and the place of the noun within the sentence. (JL)

ED 351 859 FL 020 613

Proulx, Paul
Proto-Algic IV: Nouns.
PUB DATE- 92
NOTE- 48p.; In: Linn, Mary Sarah, Ed. and Oliverio, Giulia, R. M., Ed. Kansas Working Papers in Linguistics, Volume 17, Numbers 1 and 2; see FL 020 603.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Morphology (Languages); *Nouns; Structural Analysis (Linguistics); Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Proto Algic

This paper completes a description of Proto-Algic morphology begun by the author with a description of the verb (Proulx, 1985) and of pronouns (Proulx, 1991) by focusing on Proto-Algic noun structure and inflection. In Proto-Algic, a primary noun stem ends in a derivational final, a secondary one in a nominalizer. Both usually resemble demonstrative pronouns in shape. A detailed description is provided of the endings of third-person singular verbs, which show striking resemblance to those of some classes of nouns. The possible glottogonic origins of these endings is then discussed. (JL)

ED 351 860 FL 020 614

Berardo, Marcellino
Syllable Boundary Demarcation in Hualapai and Havasupai.
PUB DATE- 92
NOTE- 19p.; In: Linn, Mary Sarah, Ed. and Oliverio, Giulia, R. M., Ed. Kansas Working Papers in Linguistics, Volume 17, Numbers 1 and 2; see FL 020 603.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indian Languages; Language Research; *Language Variation; *Stress (Phonology); *Syllables; Uncommonly Taught Languages; *Vowels
IDENTIFIERS- Allophones; *Havasupai; *Hualapai

This investigation focuses on syllable boundary demarcation in Hualapai and Havasupai, both native American Indian languages spoken in Northern Arizona. In an attempt to understand better the nature of the syllable, allophonic variation with respect to syllable position is examined. Cross-linguistic evidence suggests that sounds may take on similar characteristics according to their position in the syllable. I. Maddieson (1985) found phonetic vowel shortening before geminates in languages as diverse as Kannada, Hausa, Finnish, and Italian. Phonetic vowel shortening in closed syllables was also found in Havasupai. A relationship between lexical stress and allophonic variation inside the syllable was found in Hualapai and Havasupai. Vowel lowering in closed syllables was also found in Hualapai and Havasupai. (Author) rationale for "bridge" programs combining ESL with content area instruction is explained and considerations in "bridge" curriculum design are reviewed. Grouping issues are also addressed, including the advantages and disadvantages of homogeneous, heterogeneous, and cooperative learning groups. Computer-assisted instruction is discussed briefly. Finally, one integrated primary school program that has the ESL teacher preparing LEP students for curriculum topics a week in advance of the rest of the class is described. It is concluded that certain strategies are particularly promising for productive mainstreaming, including computer-assisted instruction, bilingual and pull-out programs, the whole language approach to English teaching, and cooperative learning. (MSE)

ED 351 881 FL 020 760

Meyer, Michael M., Ed.; Fienberg, Stephen E., Ed.
Assessing Evaluation Studies: The Case of Bilingual Education Strategies.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Comparative Analysis; *Educational Strategies; Elementary Secondary Education; *Evaluation Research; *Immersion Programs; Longitudinal Studies; Program Design; Program Effectiveness; *Program Evaluation; Theory Practice Relationship; *Transitional Programs

Results of a National Research Council review of two major bilingual education studies are presented. The two studies were a national longitudinal study of the effectiveness of instruction of limited-English-proficient students and a study comparing three bilingual education program types (immersion, early exit, and late exit). The report contains six sections. The first gives an overview of this review's research and policy contexts, describes the two studies, and outlines the report's contents. The second section offers information about the research methodology used for bilingual education, including collection of statistical data, definition of outcomes and treatments, units of analysis, and appropriate kinds of inferences. Sections 3 and 4 describe the two studies, longitudinal and comparative, respectively, and detail the findings of their separate reviews. The fifth section looks at lessons learned during the process, concerning specifying objectives for bilingual education, developing interventions based on theory, and designing and implementing experiments. Section 6 outlines conclusions and recommendations drawn from the review. Appended materials include: a brief history of bilingual education in the United States; a discussion of trajectory analysis of matched percentiles, a graphical methodology; a list of acronyms; biographical sketches of review panel members and staff; and a bibliography. (MSE)

ED 351 882 FL 020 761

Paulson, David L.
Second Language Writing. Workshop Series.
PUB DATE- 92
NOTE- 21p.
LANGUAGE- Spanish; English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

than narrow technical specialization. The report argues that the competent practitioner needs both technical expertise and contextual understanding so that the practitioner possesses the ability to: (1) understand how the physical, social, economic, and political context in which the professional works affects and is affected by the activity; (2) communicate and often collaborate with both clients and colleagues of different backgrounds and expertise; and (3) deal with complexity and ambiguity and recognize the existence of alternatives and trade-offs. It stresses that these elements must be combined into a coherent curriculum is then both liberal and career oriented. Development of such curricula should constitute a top priority for all who are interested in furthering liberal learning within the professions. Contains a 13-item bibliography. (GLR)

ED 351 901   HE 025 955

Kanter, Sandra; And Others
The Implementation of General Education: Some Early Findings.
  Working Paper #5.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- 90
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Case Studies; Change Strategies; College Curriculum; Colleges; Conflict Resolution; *Curriculum Development; *Educational Change; *Educational Planning; *General Education; Higher Education; Liberal Arts; Participative Decision Making; Site Analysis; Teacher Role; Universities

This report describes the first year activities of the Project on the Implementation of General Education. The research examines how general education programs are actually developed and implemented on college campuses that have limited resources, specifically focusing on comprehensive doctorate-granting institutions in New England. It is noted that when a change process is initiated, usually at the insistence of an administrator, it takes an average of over 3 years to complete. Several variables are described that appear to contribute to the successful design and implementation of general education curricula on college campuses. They include the need to obtain initial agreement about the reasons for change early in the design process and the critical role that faculty development activities and extrinsic rewards for involvement play long after the changes are implemented. Results from two case studies and site visits are discussed. These studies show that in each of the situations examined, the success of the process depended upon the ability of campus leaders to acknowledge the tensions in the process and to develop mechanisms that could mediate the differences that arose. Contains eight references. (GLR)

ED 351 902   HE 025 957

Elman, Sandra
The Status of Black and Hispanic Faculty in Massachusetts
  Colleges and Universities. Working Paper #7.
SPONS. AGENCY- Education Resources Inst., Boston, MA.
PUB DATE- May 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *Corporate Education; Educational Cooperation; *Employment Potential; *Job Skills; *Job Training; *Labor Force Development; Postsecondary Education; Small Businesses; Vocational Education

Global technological and demographic changes have established the need for vocational training and labor force development. The problems begin in defining the type of training needed, its effectiveness, how to fund it, and how to ensure benefits for the trainee, the employer, the national economy, and society. Four pitfalls to training should be avoided. The first is exclusive reliance on institutional systems, because the formal educational system is unable to create the exact conditions of the daily world of work. The second pitfall is the opposite: trusting only on-the-job or enterprise training, which restricts workers to training that is too narrow or employer specific. Third, training is deficient if restricted to its technical aspect alone. Nontechnical skills such as adaptability, independence, responsibility, communication ability and ability to learn how to learn are also necessary. The fourth pitfall is the lack of access to training programs by small businesses and independent workers. Collaborations between training institutions and small businesses, facilitated by public authorities and unions, can overcome this obstacle. The goal should be training and education program that combine, often in new ways, training in schools, training institutions, and enterprises and achieving a balance between general and specific training. (CML)

ED 351 440 CE 061 963

Monson, J. B.; And Others
High School Graduates: How Do They Perform in Entry-Level Jobs?
PUB DATE- Nov 90
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; Comparative Analysis; *Dropouts; Educational Research; Education Work Relationship; *Employer Attitudes; *Entry Workers; *High School Graduates; High Schools; *Job Performance; *Vocational Followup
IDENTIFIERS- Greenville County School District SC

A study examined the job performance of high school graduates in entry-level jobs versus the job performance of nongraduates in entry-level jobs. An 11-item survey was randomly distributed to 100 businesses located in the area served by the Greenville County School District, South Carolina. Employers completed a survey for each employee who met the stated criteria: employees must be between 17 and 21 years of age and hired after June 1, 1988. Data from employees who had completed high school were compared with data from those who had not completed high school to determine whether there was a statistical difference in job performance between the two groups. Of the 1,000 surveys, 165 were returned. Compiled data were converted to percentages of satisfactory and unsatisfactory responses for the high school graduate employees and compared to the satisfactory and unsatisfactory responses for the nongraduate employees. Employers rated performances of entry-level employees who had graduated from high school as more satisfactory. Results contradicted the current notion that the South Carolina public

ED 351 459 CE 062 189

Cross Academic Credit. Electricity/Electronics & Science. Final Report.
SPONS. AGENCY- Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
PUB DATE- 5 Jul 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavioral Objectives; *Competence; Competency Based Education; Course Content; Electrical Occupations; *Electricity; *Electronics; Evaluation Methods; High Schools; *Integrated Curriculum; Science Instruction; State Curriculum Guides; Student Evaluation; Technical Education; Technology Education; Vocational Education
IDENTIFIERS- *Connecticut; *Cross Credit Courses

This curriculum guide for an electricity/electronics course was developed for high schools in Connecticut to demonstrate that technical courses can be used as part of the science requirement for an integrated academic and vocational curriculum. The guide provides a course description, course goals, recommended text and additional materials, 33 behavioral objectives (competencies) based on course content, 19 performance assessment statements, and outlines for the content of lessons for a 2-semester course. (KC)

ED 351 460 CE 062 190

Mannebach, Alfred J.; And Others
Career Development, Supervised Agricultural Experience, and FFA. The Connecticut Vocational Agriculture Education Curriculum.
SPONS. AGENCY- Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
PUB DATE- May 91
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Behavioral Objectives; *Career Development; Competence; Competency Based Education; *Course Content; Educational Resources; High Schools; Integrated Curriculum; Learning Activities; Occupational Information; State Curriculum Guides; *Student Organizations; *Supervised Occupational Experience (Agriculture); Teaching Methods; Units of Study; Vocational Education; Work Experience Programs
IDENTIFIERS- Connecticut; *Future Farmers of America

This curriculum guide was developed to help teachers and administrators in Connecticut Regional Vocational Agriculture Centers to update and upgrade their vocational agriculture curriculum in the areas of career development, supervised agricultural experience (SAE), and Future Farmers of America (FFA). The curriculum incorporates the competencies related to each area and integrates them with elements of Connecticut's Common Core of Learning. An emphasis is placed on new and emerging, as well as current, occupations. The three sections of the curriculum guide, Career Development, FFA, and SAE, provide two to six units for each of the three areas.

This document reports the oral and written statements of persons who testified at congressional hearings on the subject of professional military education. Witnesses included members of Congress, active and reserve military officers from various branches of the armed services, and supervisors of the services' military colleges. Testimony, presented by Paul L. Jones, Director of Defense Force Issues at the U.S. General Accounting Office, indicated that the military's professional schools had responded favorably in implementing previously made recommendations of a Congressional panel concerning phase 1 of joint professional military education. Other witnesses addressed questions about lines of promotions for officers, the need for more officers, student qualifications for admittance to the schools and for promotion, curriculum reform, and school requirements. (KC)

ED 351 480 CE 062 235

Dislocated Workers. Comparison of Assistance Programs. Briefing Report to Congressional Requesters.
PUB DATE- Sep 92
NOTE- 41p.; For a related document, see CE 062 236.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Adults; *Cooperative Programs; Coordination; *Dislocated Workers; Educational Finance; *Employment Programs; Employment Services; *Federal Programs; *Job Training; Unemployment Insurance
IDENTIFIERS- *Economic Dislocation Worker Adjust Assist Act 1988; *Trade Adjustment Assistance Program

Information was collected and compared on services provided to dislocated workers by the Trade Adjustment Assistance (TAA) and the Economic Dislocation and Worker Adjustment Assistance (EDWAA) programs. (TAA and EDWAA are the two major federal programs created to help dislocated workers make the transition to new employment.) Findings were based primarily on review of programs in Michigan, New Jersey, and Texas. In each state, TAA programs served higher proportions of female workers, older workers, and workers with less than a high school education. Neither program had guidelines concerning which demographic groups these programs should target. Although officials generally agreed that early intervention was the key to successful service delivery, many TAA and EDWAA workers in each state had been out of work for at least 15 weeks before receiving training. About 41 percent of EDWAA participants in the 3-state analysis were not enrolled in training within the 15-week time frame. Providing income support (cash payments made after unemployment insurance was exhausted) gave TAA participants the option to enter longer-term training. Both programs provided classroom training. EDWAA provided on-the-job training in addition; TAA generally did not. An important measure of the coordination between TAA and EDWAA was the extent to which TAA-eligible workers were receiving EDWAA services to supplement TAA services. Levels of coordination varied considerably within the four states. (EDWAA placement and wage data are appended.) (YLB)

ED 351 481 CE 062 236

Morra, Linda G.
Dislocated Workers. Comparison of Programs. Testimony before the Committee on Finance, U.S. Senate.
PUB DATE- 10 Sep 92

Technical Society," "Improving Postsecondary Vocational Education," "Intellectual Capital Formation, Technology and Distance Education," and "Developing a Three-Year Student-Success Program for International Students" (Donna Smith); "Refocusing of the Educational Process in Health Occupations at Sarasota County Technical Institute" (Deborrah Metheny); "Developing a Total Quality Learning Environment" (Karen Ziegler); and "Development, Implementation, and Evaluation of a Model for the Review of Associate in Science Degree Programs" (Brian Satterlee). (YLB)

ED 351 500 CE 062 267

Feasibility of an LPN to ADN Articulation Program at LSUA. Vocational Education Research.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 91
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Allied Health Occupations Education; *Articulation (Education); *Associate Degrees; College School Cooperation; Educational Needs; Educational Research; Feasibility Studies; Higher Education; *Institutional Cooperation; Literature Reviews; *Needs Assessment; Nurses; *Nursing Education; Practical Nursing; Two Year Colleges
IDENTIFIERS- Louisiana State University Alexandria

A feasibility study examined the need for and likelihood of success for a Licensed Practical Nurse (LPN) to Associate Degree in Nursing (ADN) articulation program for Louisiana State University (LSU) at Alexandria. Following a literature search on the theoretical establishment and implementation of such a program, three schools with successful articulation programs were identified and surveyed. Needs assessment surveys were mailed to all LPNs residing in the nine-parish area served by LSU; data from the 800 respondents (40 percent) indicated an interest in advancing their nursing education. The study also explored the National League for Nursing's criteria for articulation program, the philosophy of the Council of Administrators of Nursing Education for LPN to ADN articulation, requirements of the Louisiana State Board for Nursing for LPN to ADN articulation, and status of articulation in other Louisiana programs. An advisory committee was established and communication processes and a cooperative plan were developed with the Alexandria Vocational Technical Institutes's LPN program. (The report is followed by these appendixes: literature review, site visit reports, LPN survey results, articulation survey of Louisiana ADN program, advisory committee and agenda of first and second meetings, and glossary of acronyms.) (YLB)

ED 351 501 CE 062 269

Identification of Emerging Science Competencies in Agriculture. Vocational Education Research.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 1 Dec 89
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

materials are expected to be used in more than 400 Missouri school districts. (Appendixes, which make up more than half the document, include the following: agenda for the machine shop criterion-referenced test development workshop; information on writing test items, including suggestions for using the cognitive, affective, and psychomotor domains; a matrix for linking objectives to test items, advantages and disadvantages of various types of test items; rules for writing true-false, matching, and multiple-choice items, and performance checklists; and steps in writing test items and checklists for Vocational Instructional Management Systems competencies.) (KC)

ED 351 518 CE 062 320

Walden, Charles; Cole, Phyllis
Machine Shop. Instructor Key. Supplementary Units.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jul 91
NOTE- 306p.; For related documents, see ED 316 749-756 and ED 336 523.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competence; *Competency Based Education; *Course Content; Job Skills; *Learning Disabilities; Machine Tool Operators; *Machine Tools; *Numerical Control; Postsecondary Education; Secondary Education; *Special Needs Students; State Curriculum Guides; Teaching Methods; Vocational Education

These supplementary units are designed to help students with special needs learn and apply machine shop skills. Nine competencies that are difficult for special needs students to grasp or that would help them get a future job in the field were chosen from the regular machine shop curriculum. Specific objectives for these competencies are listed at the beginning of each of the nine self-paced units. The units contain large print, simplified text, and numerous drawings to aid in comprehension. Each unit contains the following sections: introduction, objectives, study questions, and student assessment; terms and equipment list; information sheets for each competency; skill sheets (exercises); activity sheets; and unit tests and performance checklists. A section on instruction information contains notes to the instructor, suggested resources, and answer keys. The nine units cover the following topics: calculating speeds and feeds, using a rule, micrometers, blades for sawing, selecting and sharpening a drill, using a computer numerically controlled (CNC) machine, CNC machine safety, tool variables for machining, and grinding the lathe toolbit. (KC)

ED 351 519 CE 062 327

Smith, Clifton L.
Competency Profile Development for Management in Marketing Education on the Secondary Level and Cooperative Vocational/Industrial Education Programs on the Secondary Level.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 30 Jun 91
NOTE- 79p.

Employment Opportunities; Higher Education; Job Layoff; Job Training; Labor Market; Labor Supply; *Labor Utilization; *Military Personnel; Noncollege Bound Students; Occupational Mobility; Occupational Tests; Outplacement Services (Employment); Postsecondary Education; *Reduction in Force; *Skill Obsolescence; *Structural Unemployment; Youth Employment

These 10 papers were commissioned for a conference to discuss such questions as: If the military has to restructure its work force, how easily will it manage this transition? How well will the affected employees do in the labor market? and How will the defense industry and educational institutions respond to the need for transition? After an introduction (Nevzer Stacey), the following papers are provided: "Cutting Recruits: A Profile of the Newly Unqualified" (David Boesel); "Crew Cuts: Effects of the Defense Drawdown on Minorities" (Janice Laurence); "Impact of the Military Drawdown on Youth Employment, Training, and Educational Opportunity" (David Grissmer); "Educational Resources Available for Transition of Servicemembers" (Clinton Anderson); "The Use of NOCTI (National Occupational Competency Testing Institute) Examinations to Assist Military Personnel Moving into the Civilian Work Force" (Scott Whitener); "Competency Requirements of Managerial Jobs in the Public and Private Sector: Similarities and Differences" (Joyce Shields, Joanne Adams); "Lessons from the Past: Mitigating the Effects of Military Cutbacks on Defense Workers" (Lois Lembo, Judith Philipson); "Firm-based Education and Training of Workers: A Case Study of the Xerox Corporation" (Burt Barnow, Amy Chasanov); "The Impact of Military Drawdowns on Student Assistance Programs" (Meredith Ludwig, Holly Hexter); and "Effect of Veterans Benefits on Veterans' Education and Earnings" (Joshua Angrist). (CML)

ED 351 536   CE 062 390

Project Learning T.I.P. (To Improve Productivity). Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 89
NOTE- 46p.; For related documents, see ED 335 969-970.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; Entry Workers; *Hospital Personnel; *Literacy Education; On the Job Training; *Outcomes of Education; Program Effectiveness; Program Implementation
IDENTIFIERS- Dade County Public Schools FL; *Workplace Literacy

Project Learning T.I.P. (To Improve Productivity) was conducted at three hospitals by the Dade County Public Schools to increase the literacy skills of the approximately 4,000 lower-level hospital employees who were deemed by their supervisors to be limited English proficient or to lack basic skills. Because of recruiting efforts limited by lack of personnel and funding, only 201 employees of the hospitals enrolled in the classes and 154 of these attended enough sessions to be considered participants. Of these, 83 completed one or more 14-week sessions or passed a high school equivalency test. Eighty-five of the participants were black, 63 were Hispanic, 4 were white, and 2 were Asian. Most were females. Of the completers, 21 percent improved by at least one grade level, 57 percent improved by at least two grade levels, 7 percent improved by at least three grade levels, and 14 percent improved less than one

Learning and teaching on the job were commonplace. The experimental tasks revealed distinctions in thinking patterns related to hands-on versus programming experience and to machining versus engineering training. They tapped experiential differences and yielded some evidence of mental restructuring due to learning programming. Participants were convinced of the power of hands-on learning and would not recommend a future work force deprived of traditional practical knowledge. Recommendations for CNC machining training included hands-on experience plus class work in basics and up-to-date techniques and continued training and mentoring among employees. (Contains 25 references.) (YLB)

ED 351 553 CE 062 418

Hull, Glynda
"Their Chances? Slim and None." An Ethnographic Account of the Experiences of Low-Income People of Color in a Vocational Program and at Work.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Banking; *Basic Skills; Blacks; Citizenship Education; Community Colleges; *Critical Thinking; Economically Disadvantaged; Educational Change; Educational Experience; Educational Research; Education Work Relationship; Employment Potential; Ethnography; Females; *Finance Occupations; Followup Studies; Job Placement; *Job Training; Labor Turnover; Program Effectiveness; Program Evaluation; Role of Education; Two Year Colleges; *Vocational Education; *Vocational Followup; Work Experience
IDENTIFIERS- African Americans; Workplace Literacy

This paper describes ethnographic research in a community college banking and finance program in the context of the opposing positions of the need for basic skills and preparation for jobs and the need for critical skills and preparation for citizenship in a democracy. After these positions are reviewed, research is described on students in the program, presenting the perspectives of the teacher, employer, and students. The paper argues that, as far as the students in this study are concerned (poor people of color in desperate need of jobs), proponents of basic skills miss the mark, given that such capabilities did not have much to do with whether workers were able to attain, perform, or keep their jobs. Findings are presented that seem to discredit the skills argument. The paper goes on to explain what the real problem might be. It accounts for how and why African-American women from the program were encouraged and helped to take low-level jobs that most of them would quickly lose, by investigating how students, teachers, and employers in this particular context together constructed a career path and work identity for students. The paper illustrates the ongoing struggle between democratizing and reproductive forces and shows reproductive forces winning out. Having suggested that the problem is not basic skills, the paper reexamines arguments for the centrality of critical skills in vocational education. Suggestions are made for reorganization and reform in both the community college vocational program and the workplace. (80 references) (YLB)

ED 351 554 CE 062 419

The Literature of Adult Education. A Bibliographic Essay.
PUB DATE- 92
NOTE- 441p.; Jossey-Bass Higher and Adult Education Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Learning; Adult Students; Bibliographies; Educational History; Educational Methods; *Educational Objectives; *Educational Practices; Educational Trends; *Lifelong Learning; Literature Reviews; Professional Continuing Education; *Program Design; Role of Education

This book presents a comprehensive examination of the nature and scope of the literature on adult education. It includes the historical perspective and interpretation necessary to understand links between the diverse and seemingly separate aspects of the field. The volume describes over 1,200 books, tracing the development of basic theories and practices and identifying major accomplishments. Part 1 includes four chapters that deal with the emergence and growth of the field of adult education as a whole: history, general description and analysis, concerns of its leaders, and nature of adult learners. Part 2 includes five chapters about providers and goals of adult education: institutions first created for the formal schooling of children and youth; institutions created for lifelong learning; institutions and programs intended from the start to serve an adult clientele; and purposes that have given emphasis and weight to the field and define such significant sectors of service as adult basic education, continuing professional education, human resource development, and sensitivity training to foster human interaction. Two chapters in Part 3 treat the practice of adult education: broad approaches to program design and its component parts and major formats and settings in which learning occurs. Each book is usually cited by author and date in the place where its topic fits best; some works have pertinence to two or more sections and have multiple citations. A 200-page bibliography reflects all the works discussed. Name and subject indexes are provided. (YLB)

ED 351 573   CE 062 458

Hunt, Jenny; Jackson, Heather
Vocational Education and the Adult Unwaged. Developing a Learning Culture. New Developments in Vocational Education.
PUB DATE- 92
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Access to Education; *Adult Vocational Education; Cooperative Programs; Corporate Education; Dislocated Workers; *Education Work Relationship; Employment Problems; Foreign Countries; Integrated Curriculum; *Job Training; Labor Economics; *Labor Force Development; Labor Force Nonparticipants; *Outcomes of Education; School Business Relationship; School Community Relationship; *Unemployment; Work Experience Programs
IDENTIFIERS- *United Kingdom

This book on issues surrounding the United Kingdom's need to create a high-skill, high-added-value, knowledge-based economy also proposes strategies for providing education and training for employed and unemployed adults. The following chapters are

IDENTIFIERS- *Workplace Literacy
This document is one of a series of student workbooks developed for workplace skill development courses or workshops by Mercer County Community College (New Jersey) and its partners. Designed to improve the English speaking and reading skills of line workers in factories, the course focuses on reading, writing, speaking, and listening skills, using work-related materials. The materials for the 75-hour course include the following: a course outline; objectives; a topical outline; a curriculum outline; suggested references; and lessons in reading, vocabulary, writing, and listening. Lessons consist of skill lists, objectives, procedures, suggested materials, and learning activities with questions. (KC)

ED 351 593 CE 062 495

Medical Terminology.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 37p.; For related documents, see CE 062 480-501.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Abbreviations; Adult Education; Adult Literacy; *Employment Potential; *Health Occupations; Health Services; *Job Skills; Literacy Education; Medical Laboratory Assistants; *Medical Vocabulary; *Skill Development
IDENTIFIERS- Workplace Literacy
This document is one of a series of student workbooks developed for workplace skill development courses or workshops by Mercer County Community College (New Jersey) and its partners. Designed to help employees of medical establishments learn medical terminology, this course provides information on basic word structure, body parts, suffixes and prefixes, medical specialties, and case reports. The materials for the 5-day course include the following: a course outline, objectives, a topical outline, and a glossary of approximately 500 approved abbreviations for medical terms and 20 symbols and their meanings. (KC)

ED 351 594 CE 062 496

The Art of Active Listening.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 24p.; For related documents, see CE 062 480-501.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Adult Literacy; *Business Communication; Business Skills; Communication Skills; Daily Living Skills; *Empathy; Employment Potential; *Feedback; Job Skills; Listening; Listening Habits; *Listening Skills; Literacy Education; *Skill Development; Speech Communication
IDENTIFIERS- *Workplace Literacy
This document is one of a series of student workbooks developed for workplace skill development courses or workshops by Mercer County Community College (New Jersey) and its partners. Designed to help employees empathize with others' points of view, the course is intended to teach employees to listen

environments, aerospace and international issues, the future of aerospace, and employability skills. A list of nine references to resource guides, curriculum guides, handbooks, model kits, and videotapes is provided. (KC)

ED 351 612 CE 062 537

Bonner, Patricia A.
Consumer Competency: A National Status Report. ERIC Digest No. 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Consumer Economics; *Consumer Education; Consumer Protection; Consumer Science; *Educational Objectives; Elementary Secondary Education; Faculty Development; *Instructional Improvement; Money Management; Program Improvement; Teacher Education; *Teacher Improvement
IDENTIFIERS- ERIC Digests

Concepts in consumer education can be arranged into a taxonomy of three primary categories: decision making, resource management, and citizen participation. Consumer programs have these goals: (1) producing competent buyers and users of goods and services; (2) producing competent financial managers; (3) producing an understanding of the economy; (4) generating an acceptance of consumer responsibilities and assertion of consumer rights; and (5) helping people examine their values to develop a philosophy enabling them to achieve satisfaction within resources they possess. Surveys of consumer knowledge and skills of students and adults in the United States reveal large gaps. Lack of consumer competency is attributed to several factors, including the following: consumer education is not uniformly available; teachers are not prepared to teach consumer education; and limited opportunity for consumer education exists beyond the classroom. Recommendations for improving the level of consumer competency range from marketing to miscellaneous improvements in the nation's education programs. Suggestions for the nation's schools include universal requirements for instruction in consumer education, requirements that focus specifically on consumer skills and awareness, adequate preparation of consumer education instructors, and continuing support for teachers. (Contains 11 references.) (YLB)

ED 351 613 CE 062 538

Credit. 1991-92 NCCE/AT&T Projects. Consumer Education Programs.
SPONS. AGENCY- National Coalition for Consumer Education, Inc., Chatham, NJ.
PUB DATE- Sep 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Consumer Economics; *Consumer Education; Consumer Protection; *Credit (Finance); *Economically Disadvantaged; Hotlines (Public); Information Services; Inservice Teacher Education; *Limited English Speaking; Mass Media Use; Material Development; Mental Retardation; *Physical Disabilities; Program Descriptions; Reference Services; Referral; Secondary Education; Staff

PUB DATE- Jan 92
NOTE- 127p.; For related documents, see CG 024 632-635.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Foreign Countries; High Schools; *High School Students; Potential Dropouts
IDENTIFIERS- Alberta; *Stay In You Win Project AB

Module Two of the Alberta project "Stay In--You Win" is presented in this document. The stated objectives of this module are: to provide the facts of dropping out; to examine the educational, social, and economic consequences of dropping out; to explore the reasons why early school leavers decide to drop out and to provide a profile of the dropout; and to provide effective strategies for dropout prevention based on identification of potential dropouts. These topics related to dropouts are covered: (1) characteristics of dropouts; (2) reasons for dropping out; (3) relationship of receiving social assistance and being a dropout; (4) education and crime; (5) earnings of different educational groups; (6) population trends; (7) differences in dropping out for various subgroups; (8) the Alberta workforce to the year 2000; (9) identifying the potential dropout; (10) public policy; (11) mentoring; (12) peer group tutoring; (13) counseling; (14) community partnerships; (15) parent partnerships; (16) technology; and (17) dropouts returning to school. (ABL)

ED 351 633 CG 024 634

Stay In--You Win: Module Three. Planning Your Stay In--You Win Initiatives.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- Jan 92
NOTE- 57p.; For related documents, see CG 024 632-635.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Foreign Countries; High Schools; *High School Students; Potential Dropouts
IDENTIFIERS- Alberta; *Stay In You Win Project AB

Module Three of the Alberta project "Stay In--You Win" is presented in this document. This module provides for an integrated strategy involving community, parents, students, and teachers. A collaborative team planning approach is used to maximize the "buy-in" of all teachers. The stated objectives of the module are to introduce a planning-for-change process for educational improvement; to provide an interactive workbook for planning school-based dropout prevention initiatives; and to encourage ongoing program development in dropout prevention. These topics are covered: (1) factors for student success and failure; (2) strategic planning; (3) developing required policies and procedures; (4) operational planning and budgeting; (5) implementing; (6) monitoring, evaluating, auditing, and adjusting; (7) communicating; and (8) identifying potential dropouts. A section on planning an individual school's initiatives describes seven steps for establishing priorities: assess the facts on dropping out in the particular school; assess the school's major objectives; examine how to integrate dropout prevention initiatives; examine how to involve staff; examine what initiatives need to be developed;

DESCRIPTORS- *Counseling Techniques; Counselor Attitudes; Counselor Client Relationship; *Counselors; *Self Disclosure (Individuals)

Theory and research have suggested that counselor self-disclosure can be an effective technique if used for purposes that benefit the client. This study examined variables that might bear on the appropriateness of counselor self-disclosure, such as reported reasons for disclosing and reported content of disclosures. Possible differences in disclosure as a function of gender, ethnic origin, and theoretical orientation of participants were also examined. Participants (N=184) were practicing counselors who were members of the American Psychological Association. No significant differences in self-disclosure were found when comparing therapists of different genders or ethnic backgrounds. Psychoanalytic practitioners reported using significantly less disclosure than humanistic therapists. Counselors seemed to be clear about rejecting some reasons to use self-disclosure (e.g., increasing expertness, attractiveness, trustworthiness, or because the client desires it). Most often they said they disclosed to model appropriate client behaviors, or to increase similarity between the counselor and client. The content of disclosure, as reported by participants, appeared to be appropriate. Participants disclosed most about professional issues and least about sexual issues. The vast majority of respondents did not see themselves as motivated to increase the client's perception of expertness, yet the most commonly reported content of disclosure concerned professional issues such as training and professional degree which would seem to directly effect expertness. (ABL)

ED 351 653 CG 024 656

Baskind, David E.; Cavanaugh, John C.
Relationships among Self-Efficacy, Implicit Theories, Memory Predictions, and Memory Task Performance.
PUB DATE- Aug 92
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Age Differences; *Children; College Students; Elementary School Students; Elementary Secondary Education; Grade 5; Grade 9; Higher Education; *Memory; Metacognition; Mnemonics; *Performance; *Prediction; Secondary School Students; *Self Efficacy; Theories; *Young Adults

This study integrated three major areas in understanding children's and young adults' metamemory components, self-efficacy, implicit theories, and performance-predictions. These areas were examined in relation to a picture recall task which was performed children at three age levels. Further, empirically-based "start value" information regarding peers' performance was manipulated. Subjects were 45 5th-graders, 40 9th-graders, and 49 undergraduate college students. A few general conclusions were reached. First, those with stronger memory self-efficacy made higher predictions with greater confidence regarding initial memory task performance. However, self-efficacy was largely unrelated to memory task performance. Second, providing "start value" information affected initial predictions for performance on a memory task. However, subsequent predictions were more strongly related to performance on the previous trial than to the "start values" underachieving first-grade pupils. A trained Reading Recovery teacher assigned to the program at each of 2 elementary schools daily taught 3 Reading Recovery pupils for 30 minutes each and 4 Early Literacy groups of 5 to 6 pupils for 40 to 45 minutes each. The Reading Recovery part of the program featured individualized one-on-one lessons and the Early Literacy part featured small group sessions involving reading and writing activities. Data collected in four major areas was incorporated in the analyses of the three desired outcomes: pupil census information, pupil text reading level achievement, pupil retainee information, and parent involvement information. Results indicated that all three desired outcomes were met: (1) all Reading Recovery treatment group pupils and 21 (72.4%) of the Early Literacy treatment group reached level 8 during Scott Foresman text reading level testing; (2) all Reading Recovery pupils and 22 (78.6%) of the Early Literacy group pupils with available retention data were promoted to grade 2; and (3) all Reading Recovery pupils and 28 of the 29 Early Literacy pupils had parents who participated in the program. Findings suggest continuation of the program. (One table of data is included; a Concepts about Print scoring sheet, a dictation scoring sheet, the selection score matrix, the teacher census form, a calendar worksheet/parent involvement log, and a pupil data sheet are attached.) (RS)

ED 351 673 CS 011 094

Johnson, Jessie; Morgan, Kathy
Language Development Component All Day Kindergarten--PIC Program 1991-92, Private Industry Council. Final Evaluation Report.
PUB DATE- 9 Dec 92
NOTE- 27p.; For the previous report, see ED 329 362.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Schools; *Full Day Half Day Schedules; *Instructional Effectiveness; Kindergarten; Kindergarten Children; *Language Acquisition; Parent Participation; Primary Education; *Remedial Instruction; Underachievement
IDENTIFIERS- Columbus Public Schools OH; Education Consolidation Improvement Act Chapter 1; *Print Awareness

A study examined the effectiveness of the All Day Kindergarten-PIC Program instituted in the Columbus, Ohio Public Schools that provided full day instruction for underachieving kindergarten pupils. Implementation of the program was accomplished through daily instructional activities to strengthen and extend regular classroom instruction without pursuing the basic reading readiness textbooks. Emphasis was placed on activities which would increase language development and enhance those skills needed to be successful in first grade. Each of two program teachers provided daily instruction for two groups of pupils limited to 12 pupils each. Subjects were administered two locally constructed evaluation instruments. Results indicated that: (1) the program served 58 pupils for an average of 13.5 hours of instruction per week; (2) 31 of the 33 pupils who met attendance criteria had valid scores; (3) 80.6% of those subjects in the evaluation sample successfully completed 12 of the 17 items on a concepts about print test; (4) 83.9% of the pupils had parents who participated in at least one program related activity; and (5) inservice meetings received a very positive rating of 4.7 on a five-point scale by program teachers. Findings suggest that the All Day Kindergarten Program be continued and that consideration be given to the following recommendations:

Dunning, Stephen; Stafford, William
Getting the Knack: 20 Poetry Writing Exercises 20.
PUB DATE- 92
NOTE- 213p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Creative Writing; *Figurative Language; Higher Education; Language Role; *Poetry; Secondary Education; *Writing Exercises; *Writing Improvement
IDENTIFIERS- Writing Contexts

Written for those who want to write poems but are not sure how to start, this book presents 20 short exercises plus short pieces ("written talk") about poetry. The exercises in the book are designed to be completed in about 10 weeks. The types of poems in the 20 exercises include "found" and "headline" poems (which are inspired by ordinary prose), letter poems, acrostic and recipe poems, "dream-writes," list poems, pantoums, imitation poems, memory maps, question/answer poems, syllable count poems, dialogue poems, confession poems, and monologue poems. (RS)

ED 351 693 CS 213 593

Mhone, Yvonne W.
"Anything Can Happen in a Story--You Can Even Meet a Baboon Shopping in Town": Authors Encouraging Children as Writers.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audience Awareness; Authors; Elementary Secondary Education; Foreign Countries; Parent Participation; Program Descriptions; Program Effectiveness; Writing Improvement; *Writing Instruction; *Writing Workshops
IDENTIFIERS- *Childrens Writing

A writing workshop held during a school holiday in an urban center in Southern Africa illustrated the premise that writing experiences with literary patrons can result in benefits for young authors. The workshop was planned with the purpose of encouraging children to write in a setting that emphasized the establishment of a children's library, a related literature-based listening program and a community approach to the sharing of ideas (with experienced writers, group leaders, parents, older children, and peer groups). A multi-age group of primary and early secondary school children (16 in all) participated in the 3-week workshop. Specific workshop activities included storytelling, modeling, revising, editing, learning audience awareness, "languaging," i.e., becoming aware of overused words and hackneyed phrases and being alert to appropriate substitutes; and publishing, i.e., making permanent "hard-cover" books out of their own selected writings. The group conferences exerted a positive influence and as a result a confident outlook about reading and writing seemed to emerge. Parents indicated that they saw their children enjoying reading and writing. Children said that they read to try to understand the characters and "other things." They also read to look at the illustrations in the stories and to just enjoy a good story. By asking experienced writers to join the team of adult leaders, the children were not only given opportunities to write and learn how their writing unfolds but also to

Competition.
PUB DATE- Aug 92
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; *Competition; Higher Education; Profiles; Questionnaires; *Student Attitudes; Surveys
IDENTIFIERS- *Advertising Competitions; American Advertising Federation; Professional Concerns

An exploratory study examined student perspectives and beliefs about involvement in the American Advertising Federation's (AAF) National Student Advertising Competition. Subjects, 34 students from 7 of the 15 winning regional teams in the 1991 AAF competition, completed a single-page, 2-part questionnaire. Multiple correlations were run on students' responses. Results indicated that: (1) the composite profile of competitors suggested that the student was a senior lacking in experience in the AAF competition; (2) students believed their involvement in the competition was very valuable; (3) responses to statements on what was valuable about the competition were less convincing or enthusiastic; (4) students were not vigorous or enthusiastic in their beliefs about how the competition confirmed their desire to enter the profession, how it advanced their professional preparation, or even that it might lead to a job; (5) students seemed quite realistic and a bit pessimistic about the potential value of the competition; and (6) student involvement in the AAF competition impinged to an extent on their work in other classes. Findings suggest that the subjects were very positive overall about their involvement but also realized that the competition would not be their automatic gateway to employment. (Three tables of data are included.) (RS)

ED 351 713 CS 507 931

Lewis, Ralph
A Socio-Technical View of COMCONF.
PUB DATE- May 92
NOTE- 20p.; Paper presented at the Annual Meeting of the International Communication Association (42nd, Miami, FL, May 20-25, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Networks; *Cooperative Learning; Course Evaluation; Higher Education; Intercollegiate Cooperation; *Interpersonal Communication; *Student Attitudes
IDENTIFIERS- BITNET; *COMCONF; *Computer Mediated Communication

A study examined the socio-technical impact of computer-mediated communication (CMC) on students' attitudes towards computers, CMC, and their classes. Five classes at universities across America (119 students and faculty) participated in COMCONF, a BITNET computer conference which provided a unique laboratory for observations of CMC processes in an actual application of the technology to specific and practical ends. In addition, each class was administered a follow-up questionnaire at the end of the term to evaluate on-line education, learning styles, life satisfaction, and fun in the classroom. Results indicated that despite differences in class content, instructional data are included; ITA and undergraduate questionnaires are attached. (Contains 12 references.) (RS)

ED 351 731 CS 508 003

Gokcora, Deniz
The SPEAK Test: International Teaching Assistants' and Instructors' Affective Reactions.
PUB DATE- Mar 92
NOTE- 37p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (14th, Seattle, WA, March 3-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Affective Measures; Communication Research; *Communication Skills; English (Second Language); *Foreign Students; Graduate Students; Higher Education; *Language Proficiency; *Language Tests; Occupational Tests; *Student Attitudes; *Teaching Assistants; Testing
IDENTIFIERS- Speaking Proficiency English Assessment Kit

A study examined how the SPEAK (Speaking Proficiency English Assessment Kit) Test is perceived by both International Teaching Assistants (ITAs) and instructors at a major midwestern university where it is used as a screening instrument for hiring ITAs. Subjects, 24 ITAs from the social sciences and 24 ITAs from the math-based sciences who took the SPEAK test over a 2-year period, completed an affective reactions questionnaire. Results indicated that there was no overall significant difference in ITAs' affective reactions to the SPEAK test in terms of ethnic backgrounds, when they took the test, or their fields. Results of interviews of five ITA instructors indicated that some instructors mentioned the lack of face validity and voiced some concerns about how difficult it was to judge the overall comprehensibility of the ITA. (Ten tables of data are included; 24 references and the ITA questionnaire are attached.) (RS)

ED 351 732 CS 508 004

Hanson, Trudy L.
The ABD Phenomenon: The "At Risk" Population in Higher Education and the Discipline of Communication.
PUB DATE- Oct 92
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Doctoral Dissertations; Doctoral Programs; *Graduate Students; *Graduate Study; Higher Education; *High Risk Students; *Sex Fairness; *Speech Communication
IDENTIFIERS- *All But Dissertation

Noting that an "at risk" population in American higher education is often overlooked, this paper investigates the ABD (all but dissertation) phenomenon, analyzing efficiency, educational excellence, and equity issues. The paper discusses barriers to completion of the dissertation, as well as inequities found in the education of female doctoral students as compared to male doctoral students. The paper's findings reveal that ABD status final section offers recommendations for the introduction of new schools and continuing assistance to second-year participants. One figure is included. The appendix includes the interview guide. (Contains 17 references.) (LMI)

ED 351 752 EA 024 419

Business and the Schools: A Guide to Effective Programs. Second Edition.
PUB DATE- 92
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; Corporate Education; *Corporate Support; Educational Cooperation; Elementary Secondary Education; Industry; *Private Financial Support; *Program Development; *School Business Relationship; School Restructuring

This guidebook contains information to help business leaders and others interested in developing and supporting effective programs to improve American educational quality. Chapter 1 presents an overview of the business/school relationship, which sets the context for corporate involvement in school reform activities at the local, state, and federal levels. Four ways in which companies respond to the educational crisis are briefly described. Chapter 2 introduces a four-step strategy for corporate support of school-based system change: (1) gain information about school needs and corporate interests; (2) choose an education-support program; (3) manage and develop the program; and (4) monitor, assess, evaluate, and report. Chapters 3 through 6 focus on key areas of educational reform: changing the nature of schooling, curricular and pedagogical strategies, the school/community relationship, and working through business/education coalitions. Each chapter contains an introductory essay that describes the kinds of changes sought in that area and explains their importance. The common characteristics of successful approaches and future possible directions for corporate involvement are also described. The chapters provide over 125 examples of programs supported by corporations and other funding agencies. Appendices contain names and addresses of contact organizations and an annotated bibliography of 29 sources. Information is indexed by corporate and other funding agencies, programs and organizations, general subject, and region and state. (LMI)

ED 351 753 EA 024 420

Stengel, Barbara Senkowski
Just Education: The Right to Education in Context and Conversation. Values and Ethics Series, Volume 3.
PUB DATE- 91
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Philosophy; Elementary Secondary Education; Equal Education; *Hermeneutics; Heuristics; *Justice; *Legal Problems; *Phenomenology; *Student Rights

This book takes an interpretative look at a common phrase in how one looks. Although this debunking perspective rejects rational and efficiency models of organization, it unwittingly reproduces many of the latter's assumptions of organizational behavior, which are exemplified by: (1) a near universal concern with instruction and measurement by standardized tests; (2) rational and efficiency-based evaluations; and (3) neglect of the underlying social organization of power. In particular, loose coupling analysts adopt a framework that precludes the discovery of both the degree and forms of organizational control within schools. By reexamining and reinterpreting the existing research on school organization, this paper identifies and illustrates a range of institutional mechanisms that constrain and control the work of teachers: direct, bureaucratic, and unobtrusive. The major drawback of the loose coupling framework is its underemphasis of the social organization and institutional character of organizations. (Contains 117 references.) (LMI)

ED 351 775 EA 024 465

Beavis, Allan K.
Heads of Mechanical or Living Schools? How We Attend to Our Daily Reality.
PUB DATE- 10 Jan 91
NOTE- 24p.; Paper presented at a meeting of the Association of Heads of Independent Schools of Australia (January 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Holistic Approach; *Institutional Autonomy; Institutional Environment; Organizational Change; Organizational Climate; *Organizational Theories; *Private Schools; *School Administration; *Systems Approach
IDENTIFIERS- *Australia

This paper presents a holistic conceptualization of the school as an autonomous system. Two major scientific paradigms, reductionism and holism, are outlined and their impacts on educational administration are discussed. Findings of a study that investigated the participation of the governing bodies of independent schools in the schools' self-renewing processes are presented to illustrate the holistic approach to educational administration. The sample included five independent schools in the Anglican Diocese of Sydney. Results indicate that the governing body participates reflexively as well as directly--an adaptation that allows the school's self-renewing processes to function. However, to place the two paradigms of reductionism and holism in opposition is to create a false dichotomy. Administrators must recognize when it is appropriate to operate within one paradigm or the other. Differences exist in how school heads view their schools--as machines to be maintained or as something with lives of their own. (Contains 16 references.) (LMI)

ED 351 776 EA 024 466

Beavis, Allan K.
Independent School Governance.
PUB DATE- Jan 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

IDENTIFIERS- *California; *Los Angeles Unified School District CA

Findings of a study that investigated the feasibility of educational vouchers for California education and their budgetary impact are presented in this paper. In a survey of 300 parents in the Los Angeles Unifies School District with children under the age of 16 who do or will attend public schools, 52 percent said that they would use a $2,600 voucher to send their children to private school. Support was highest among minorities, particularly African-Americans. Budgetary implications are that a 52 percent use of vouchers statewide could reduce California's education budget by $3 billion, which could be reinvested in public schools or for other general foundation purposes. However, cost savings at the state level may not map the underlying cost structure of individual school districts. Because public school operating costs are composed of both fixed and variable costs, the number of students who leave the public school must be great enough to reduce fixed costs before the voucher program becomes cost-effective for individual school districts. Two tables and one graph are included. (LMI)

ED 351 796 EA 024 488

Beales, Janet R.
Satellite Schools: The Private Provision of School Infrastructure. Policy Insight Number 153.
PUB DATE- Nov 92
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *Educational Facilities; Educational Facilities Improvement; Elementary Secondary Education; *Private Financial Support; Private Sector; *Privatization; *Satellite Facilities; *School Business Relationship
IDENTIFIERS- *California

The private-sector provision of school infrastructure in the form of satellite schools is discussed in this paper. Following the introduction, section 2 presents a case study of Satellite Learning Centers in Dade County, Florida, in which the schools operate as public schools on business worksites. The host-business, American Bankers Insurance Group (ABIG) contributes land, building space, and some operating expenses; the school district supplies the rest--teachers, supplies, curriculum, and administration. Benefits include the savings of millions of dollars in public school infrastructure and transportation costs, increased student performance and attendance, improved student/parent/teacher interaction, decreased absenteeism among working parents, and greater teacher career advancement opportunities. Section 3 describes the Hidden Valley Satellite School, a partnership between Hewlett-Packard Co. and the Santa Rosa City School District. The fourth section outlines potential benefits of satellite schools, which offer a solution to school overcrowding at a minimal cost relative to other options. An obstacle is the Field Act, California's seismic-safety standards code that prevents satellite schools from occupying existing office buildings. Recommendations are made for school districts, business partners, and the California State Government. Two tables are included. Appendices contain the ABIG-Dade County contract, various projections and program descriptions, and the Hidden Valley contract. (Contains 46 references.) (LMI)

IDENTIFIERS- *Council for Exceptional Children; *Ohio
This booklet is intended for Ohio high school volunteers who assist in special education programs and who are members of high school chapters of the Council for Exceptional Children (CEC). The first section considers the decision to become a volunteer and includes two surveys concerning attitudes toward persons with disabilities and attitudes and knowledge regarding services to individuals with disabilities. The next section provides definitions of 11 disabilities and specific guidelines for interacting with each category of student. The third section focuses on the personal self-esteem of the teen volunteer with four questionnaires and a sample "personal commitment contract." The role and function of the teen volunteer is focused on in the following section which includes questions to help the getting acquainted process, a sample record form, important general information, and a "disaster kit." The final section describes CEC club activities suggesting ways to build group consensus and including a teen volunteer self-rating scale, and a sample code of ethics. Additional information includes lists of four references, the Ohio Special Education Regional Resource Centers, officers of the Ohio Federation CEC, and responsible persons in Project Support. (DB)

ED 351 817 EC 301 635

Bryant, Brad; Snodgrass, Robert
Program Standards for Treatment Foster Care.
PUB DATE- Apr 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agencies; Children; *Disabilities; *Foster Care; Foster Children; Foster Family; Individualized Programs; *Intervention; Placement; Professional Associations; Program Development; Social Services; Staff Development; *Standards; *Therapy
IDENTIFIERS- *Foster Family Based Treatment; Foster Family Based Treatment Association
This document provides a guide to quality treatment foster care programming for children with special emotional, behavioral, medical or developmental needs. Treatment foster care meets the needs of such children and their families through implementation of home-treatment plans by foster parents who are trained, supervised, and supported by social service agency personnel. After introductory material about the Foster Family-based Treatment Association which developed the standards and a discussion of the need for such standards, the standards are presented in four sections: (1) agency staff (standards address the case supervisor, case worker, and staff training and support); (2) treatment parents (treatment home responsibilities such as treatment planning, record keeping, advocacy, checks and references, punishment, respite, and damages and liability); (3) children, youth and their families (e.g., placement and support services and treatment planning); and (4) program (program statements and program evaluation). (DB)

ED 351 818 EC 301 636

Plan Process.
PUB DATE- 24 Sep 92
NOTE- 171p.; Ed.D. Practicum I Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Individualized Education Programs; Information Networks; Inservice Teacher Education; Junior High Schools; Junior High School Students; *Learning Disabilities; *Parent Participation; *Parent Role; Parent School Relationship; Parent Teacher Cooperation; Resource Room Programs; Self Esteem; Student Educational Objectives; Teamwork; Workshops
IDENTIFIERS- *Empowerment

This practicum, which sought to improve parents' involvement in the development of educational goals for their children with disabilities, had three objectives: improved attendance by parents at Individual Education Plan (IEP) conferences, increased parent participation in the decision-making process during IEP development, and enhanced parent perception of their importance in assuming roles as equal partners with members of the multidisciplinary team during IEP development. Six components comprised the program: teacher inservice sessions in communication and conferencing techniques, parent/professional workshops to facilitate the acquisition of parent knowledge, establishment of an oral and written communication network to provide information and assistance to parents, networking with parents and various relevant advisory committees, parent involvement in their children's classrooms and involvement of all shareholders including the students. The practicum found that parents are willing participants in the IEP process when they have a clear definition of their roles, rights, and responsibilities; the full intent of Public Law 94-142 can be realized by effective parent participation in the IEP process; and parent self-esteem is greatly enhanced when quality programs are available to address their needs. Appendices contain a teacher questionnaire, parent questionnaire, and teacher observation form. (Contains 37 references.) (JDD)

ED 351 838 EC 301 665

HIV/AIDS Guidelines for Special Education Populations.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- May 91
NOTE- 59p.; Parts of the document have small print.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Curriculum Evaluation; *Disabilities; Educational Objectives; Elementary Secondary Education; Guidelines; *Health Education; Integrated Activities; *Interdisciplinary Approach; Thematic Approach
IDENTIFIERS- *New Mexico

This report presents guidelines for implementing human immunodeficiency virus/acquired immune deficiency syndrome (AIDS) curriculum with New Mexico students receiving special education services. The guidelines are organized by grade level, noting content themes, objectives, disciplines/subjects, and resources available. The guidelines are intended to be integrated across all subject areas. The curriculum covers: "What Do I Have To Do To Be Healthy?" (Grade 1); "What Is a

ED 351 861 FL 020 615

de Reuse, Willem J.
A Bibliography on Incorporation and Polysynthesis in Native American and Paleosiberian Languages.
PUB DATE- 92
NOTE- 33p.; In: Linn, Mary Sarah, Ed. and Oliverio, Giulia, R. M., Ed. Kansas Working Papers in Linguistics, Volume 17, Numbers 1 and 2; see FL 020 603.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian Languages; Structural Analysis (Linguistics)
IDENTIFIERS- Incorporation (Linguistics); *Paleosiberian Languages; Polysynthesis

This bibliography of linguistic literature, including unpublished papers, contains citations on Native American and Paleosiberian languages discussing or relevant to the phenomena called incorporation (including, not only noun incorporation, but also verb incorporation, causative incorporation, passive incorporation, preposition incorporation, applicative incorporation, pronoun or pronominal affix incorporation, loose incorporation, etc.), and the generally related phenomenon of polysynthesis. The entries are organized by geographical area and language family. (JL)

ED 351 862 FL 020 616

Brooks, Barbara J.
Language Maintenance and Language Renewal among Cherokee People in Oklahoma.
PUB DATE- 92
NOTE- 17p.; In: Linn, Mary Sarah, Ed. and Oliverio, Giulia, R. M., Ed. Kansas Working Papers in Linguistics, Volume 17, Numbers 1 and 2; see FL 020 603.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indian Languages; Anthropological Linguistics; *Cherokee; *Language Maintenance; Uncommonly Taught Languages; Written Language
IDENTIFIERS- *Cherokee (Tribe); *Oklahoma

There was a time in the Americas when many different languages were spoken by the diverse native peoples. This situation changed rapidly as waves of Europeans arrived, containing and controlling the native peoples, often forcing them to forfeit language and culture. Today remnants of some Native American tribes are striving to find ways to maintain or renew their own languages This paper explores some of the issues involved, and then focuses on efforts to maintain and renew Oklahoma Cherokee. (Author)

ED 351 863 FL 020 723

Rawling, Lesley A.
The Boswell Computer System and Its Effect on English as a Second Language Acquisition.
PUB DATE- 23 Jul 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Conferences; Curriculum Design; *Dialog Journals; Evaluation Criteria; Higher Education; Inservice Teacher Education; Introductory Courses; *Journal Writing; Second Language Instruction; *Second Languages; *Spanish; Writing (Composition); *Writing Evaluation; *Writing Exercises; Writing Instruction

The guide, intended as working materials for a teacher workshop, introduces second language teachers to principles and practices of student dialogue journal writing. It begins by outlining nine principles to follow concerning second language writing at all instructional levels. It then offers two sample journal entries with spaces for teachers to practice responding, and suggests guidelines and considerations for teacher response. Six useful in-class writing activities are described: whole-class compositions; a timed writing exercise; note-taking; penpals; journal partners; and preparing questionnaires. Suggestions are given for modifying other class activities to include a writing component. Subsequent sections present general considerations for designing and implementing writing activities, an essay evaluation activity for teachers, principles for testing writing skills, notes on making the distinction between simple writing and composition, grading criteria for compositions in a beginning language courses and a college-level composition course, and recommendations for planning individual student conferences. A brief annotated list of references is included. All examples of student writing and college-level evaluation criteria are in Spanish. (MSE)

ED 351 883   FL 020 762

Intermediate Russian Proficiency Test. Final Report.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Language Proficiency; *Language Tests; Program Descriptions; *Russian; Secondary Education; Second Language Instruction; *Second Languages; *Test Construction

The final report chronicles activities for the two years of a grant to develop an intermediate-level test of Russian language proficiency based on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. The resulting test is designed to determine proficiency levels of students with two or more years of high school Russian or up to four semesters of college Russian language instruction. Listening and reading components are in paper-and-pencil machine-scorable format, have two parallel forms, and use authentic and simulated authentic texts as stimulus material. The speaking and writing components are in free-response format. The process of test development is outlined from the formation of an advisory committee and establishment of basic test parameters and characteristics through stages of survey, item development, pretesting, item analysis, equation of the two forms, norming administrations, preparation of descriptive statistics, finalization of publication, and first distribution. Grant-related administrative tasks are also noted briefly. The Educational Testing Service form, for general distribution, that gives information on test availability, Educational Testing Service responsibilities, release of test scores, and ordering of the test is appended. (MSE)

DESCRIPTORS- Academic Rank (Professional); *Blacks; *College Faculty; Community Colleges; Comparative Analysis; Doctoral Degrees; Higher Education; *Hispanic Americans; *Minority Group Teachers; Personnel Policy; Personnel Selection; Private Colleges; Public Colleges; *Racial Composition; Research Universities; Surveys; Teacher Recruitment; Trend Analysis; Two Year Colleges

IDENTIFIERS- Diversity (Faculty); *Massachusetts

This report presents results of a questionnaire survey intended to establish a profile of Blacks and Hispanics holding faculty positions in Massachusetts colleges and universities. The survey was sent to 86 community and two-year colleges, liberal arts colleges, comprehensive institutions and doctoral-granting institutions (72 responded), of which 29 were public and 57 were private. Among the findings were the following: (1) Blacks and Hispanics filled 4.4 percent of the faculty positions; (2) 10 of the respondents had no Black or Hispanic faculty members; (3) representation by discipline for Blacks and Hispanics in Massachusetts did not differ radically from statistics nationwide; and (4) only 6.4 percent of all Blacks and Hispanics served in departments of education, despite the fact that a substantial fraction of minority faculty, particularly Blacks, teach in education. It was also determined that very few colleges and universities have set specific targets or goals for increasing the number of minority faculty; that many colleges and universities do not have university-wide faculty hiring policies; that lack of Black and Hispanic faculty is largely due to the paucity of doctoral graduates in these two groups; and that Massachusetts' fiscal crisis is having a direct and adverse impact on faculty recruitment, particularly for minorities in the public sector. The appendix includes the list of colleges and universities surveyed. (GLR)

ED 351 903 HE 025 958

Lynton, Ernest A.

The Mission of Metropolitan Universities in the Utilization of Knowledge: A Policy Analysis. Working Paper #8.

PUB DATE- Apr 91

NOTE- 22p.; Based on a keynote speech delivered at the Conference on Mission (Bridgewater, MA, March 18-19, 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- College Faculty; Colleges; Educational Needs; *Educational Planning; *Educational Policy; Educational Responsibility; Education Work Relationship; Higher Education; *Institutional Mission; Institutional Role; Nontraditional Students; *Relevance (Education); Research and Development; *Theory Practice Relationship; Universities; *Urban Universities

This report argues that many higher education institutions in metropolitan areas, in order to fulfill their mission of enhancing the utilization of research knowledge, must develop appropriate internal and external bridging mechanisms between scholarship and utilization. It further argues for the development of appropriate adaptations in the preparation, evaluation, and rewards of their faculty. Discussed are the implications inherent in an institutional mission focused on the utilization of knowledge and the principal steps to be taken by an institution wishing to pursue such a goal. The report stresses the importance of internal bridging involving faculty preparation and qualifications as well as paying attention to faculty motivation and commitment in contributing to the institution's mission. Also stressed is the importance school system is not producing high school graduates who performed satisfactorily in entry-level jobs. (YLB)

ED 351 441 CE 062 027

Tech Prep/Associate Degree Concept Paper.
PUB DATE- Nov 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; *Articulation (Education); *Associate Degrees; *Basic Skills; Career Counseling; Career Exploration; Curriculum Development; Educational Finance; Federal Legislation; High Schools; *Job Skills; Learning Strategies; *School Business Relationship; Skill Development; *Technology; Transfer of Training; Two Year Colleges; Vocational Education
IDENTIFIERS- *2 Plus 2 Tech Prep Associate Degrees

The Tech Prep/Associate Degree concept offers an answer to the nationwide mandate to improve the U.S. educational system and thus to enable the country to remain competitive in the world market. Tech Prep is a sequence of study beginning in high school and continuing through at least 2 years of postsecondary occupational education. The Tech Prep program integrates academic and occupational subjects, placing heavy emphasis on articulation between high schools and two-year colleges from secondary to postsecondary education. The curricula currently being designed for Tech Prep/Associate Degree programs will prepare better educated workers with advanced skills and the ability to transfer skills as technology changes. Students, employers, high schools, and postsecondary institutions all benefit from Tech Prep programs. Major features basic to the design and development of Tech Prep programs include the following: applied academics, local partnerships, articulation, career exploration and counseling, associate and/or baccalaureate degree potential, and elevated postsecondary curriculum. Business/labor and government cooperate with education in a successful program. Teachers, principals, and counselors, as well as college faculty and administrators, must be included in all phases of planning and implementation, since they facilitate systemic change at the foundation. Although the federal government has devoted significant funds to the support of Tech Prep through the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, local resources must be reallocated to support the needs of the established programs. (YLB)

ED 351 442 CE 062 057

Bertrand, Olivier
The Recognition of Occupational Skills and Educational Qualifications within the EEC.
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Educational Attainment; Employer Attitudes; Employment Opportunities; Foreign Countries; *International Cooperation; International Relations; *Job Skills; *Occupational Information; *Occupational Mobility;

Information provided includes the following: length of study, when taught, competencies, course outline, teacher and student activities, evaluation criteria, references and resources, and a unit review for teachers to return to the curriculum committee. Topics covered in the career development curriculum are as follows: career exploration and self-awareness, goal setting and job exploration, obtaining employment and job application, and post high-school plans. The FFA curriculum includes the following: introduction to the FFA, programs and activities, FFA leadership, applications and programs, banquets and beyond, and parliamentary procedure. The two units of the supervised agricultural experience curriculum are SAE programs and ideas for SAE projects. Two appendixes provide sample forms and records and explain the relationship of vocational education in agriculture to the Connecticut Common Core of Learning. A bibliography lists 20 references. (KC)

ED 351 461   CE 062 191

Bellino, Claire; And Others
Home Economics/Social Studies Cross-Credit Curriculum.
SPONS. AGENCY- Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
PUB DATE- 28 Jul 91
NOTE- 215p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competence; Competency Based Education; *Consumer Education; Course Content; Credits; Educational Resources; Graduation Requirements; High Schools; *Home Economics; *Integrated Curriculum; Learning Activities; *Social Studies; State Curriculum Guides; Teaching Methods; Vocational Education
IDENTIFIERS- *Cross Credit Courses

This curriculum guide outlines two one-semester home economics courses that students can take to fulfill requirements in social studies or vocational education. The courses, Money and Your Future and Consumer Skills, contain the academic competencies from the Connecticut Common Core of Learning required for credit in social studies. The curriculum guide provides the following information: (1) a topical outline for each of the half-year courses; (2) objectives for each of the half-year courses; (3) competencies that students should attain through class activities; (4) key ideas that highlight specific information relevant to the topic, concept, or idea being taught; (5) teaching strategies, including total class activities, independent projects, small- and large-group activities, use of audiovisual aids, and teacher and guest speaker presentations; (6) a variety of learning experiences that involve the student in the study of concepts covered in the courses; (7) an appendix that includes specific items mentioned in the curriculum guide; and (8) a resource listing of a textbook and a student workbook, 10 pamphlets, 25 resources, on a variety of topics; 13 audiovisual teaching kits, and 25 videotapes and filmstrips mentioned in the curriculum guide. The course called Money and Your Future covers the following topics: economic principles, advertising, managing finances, shopping strategies, banking services and investments, uses of credit, and insurance. Topics in the Consumer Skills course are as follows: understanding taxes, personal and career planning, employment choices and strategies, dressing for success, consumer laws, rights, and

NOTE- 10p.; For a related document, see CE 062 235.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Cooperative Programs; Coordination; *Dislocated Workers; Educational Finance; *Employment Programs; Employment Services; *Federal Programs; *Job Training; Policy Formation; Unemployment Insurance
IDENTIFIERS- *Economic Dislocation Worker Adjust Assist Act 1988; Proposed Legislation; *Trade Adjustment Assistance Program

The two major programs to help dislocated workers make the transition to new employment are Trade Adjustment Assistance (TAA) and Economic Dislocation and Worker Adjustment Assistance (EDWAA). Both programs have shortcomings that hamper their ability to help dislocated workers: they are slow in providing assistance, the services offered are often limited and not tailored to meet individual participants' specific needs, and neither requires states to collect information on participants and program effectiveness. The President's proposal to combine them into a single, comprehensive program that serves all dislocated workers regardless of the reason for their dislocation would eliminate confusion about eligibility and simplify service delivery. Availability of "skill grants" and income support would allow workers more flexibility in choosing the type of retraining they desire. Some questions remain unanswered: (1) whether assistance provided under the President's proposal would be more timely; (2) whether assistance would be tailored to the needs of individual workers; and (3) whether states would be required to provide sufficient information to determine the effectiveness and efficiency of the services provided. (YLB)

ED 351 482 CE 062 237

Kallembach, Sheri, Comp.; And Others
Students at Risk: Selected Resources for Vocational Preparation. Volume 2.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 173p.; For volume 1, see ED 324 416.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Adult Vocational Education; Demonstration Programs; Disabilities; Dropout Prevention; Dropout Programs; Dropouts; *High Risk Students; Information Centers; Information Dissemination; Information Networks; Information Transfer; Limited English Speaking; Postsecondary Education; *Program Effectiveness; Program Improvement; Secondary Education; *Special Needs Students; Special Programs; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

This annotated resource list is intended to help state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, and policy makers develop or improve programs and services for at-risk youth and adults. The list is not intended to be exhaustive but to list resources that are representative of the field. Resources listed are of the following types: publications, newsletters, journals, agencies, associations, organizations, centers for educational information or services, clearinghouses, computer-based information networks, databases, and exemplary and model vocational programs. Published during 1986-1991, the items are

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Agricultural Engineering; Agronomy; Animal Husbandry; *Behavioral Objectives; *Curriculum Development; Entomology; High Schools; Job Skills; Pests; *Scientific Concepts; Scientific Research; Soil Science; Technological Advancement; *Vocational Education
IDENTIFIERS- Louisiana

A research project identified new and emerging science concepts that should be taught in high school vocational agriculture. Agricultural scientists on an advisory panel identified the emerging science concepts. The majority were in the areas of plant science and animal science. Animal science was completely reorganized with greater emphasis on breeding systems and reproduction. An instructional unit on anatomy and physiology was added; less emphasis was placed on judging, selection, and animal breeds. Plant science was expanded to include reproduction and genetics. Lessons were added in the areas of plant physiology and classification, fertilizer usage, and nonagronomic careers. Science-related topics such as plant nutrition and environmental factors were given greater emphasis. Topics in soil science remained essentially the same. Changes were made to increase the emphasis placed upon the biological and chemical properties of the soil, soil conservation, soil water, factors affecting productivity of the soil, and quality of soil water. In agricultural mechanics, lessons related to tool fitting were removed, and emphasis was placed on why processes occur or machines work more than the mere facts or steps of occurrence. Entomology was made a separate unit of instruction. (The six-page report is followed by the original lists of competencies and the amended competency lists. The five areas of study in the amended lists and lessons are animal science, plant science, soil science, agricultural mechanics, and entomology.) (YLB)

ED 351 502 CE 062 270

Identification of Mathematics Competencies Taught in Industrial Arts/Technology Education Programs in Louisiana High Schools. Vocational Education Research.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 15 Aug 89
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Course Selection (Students); Educational Change; Graduation Requirements; High Schools; Industrial Arts; *Integrated Curriculum; *Mathematics Curriculum; *Mathematics Instruction; Required Courses; State Curriculum Guides; *Technology Education
IDENTIFIERS- *Louisiana

A study that identified mathematics processes and concepts taught in industrial arts-technology education courses in Louisiana high schools and the time spent teaching used the following methods: literature review; phone interviews with persons recognized nationally for their efforts at infusing math, science, and technology into the high school curriculum; examination of state-adopted curriculum guides for 16 courses; examination of 8 state-adopted curriculum guides for mathematics courses; and a questionnaire mailed to 248 Louisiana high school industrial arts-technology education instructors. According to instructors, 753 math objectives were taught in 16 courses and mathematics is an integral part of

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Behavioral Objectives; Competence; *Cooperative Education; Core Curriculum; *Curriculum Development; Instructional Materials; Job Analysis; *Job Skills; Management Development; *Marketing; Models; Secondary Education; Supervisors; *Supervisory Training; Teaching Guides

A project revalidated, revised, and adapted/modified the minimum core competencies for the management and cooperative vocational/industrial education (CIE) courses on the secondary level. In Missouri, each marketing instructor teaching a management course and each CIE instructor completed a survey instrument for the assessment of each core competency in the current curricula. Data were tabulated and reviewed by project advisory committees, and revisions and/or modifications were made. A review was then conducted by selected business/industry personnel for each curricula. Focus groups reviewed the revised core curricula and solicited information concerning instructional resources. The revised core competencies were cross-referenced with selected textbooks and resource materials. The project resulted in the development of revised core competencies for the management course in the marketing education curriculum and general related competencies for the CIE curriculum. (Appendixes to the report are survey instruments and the revised competency listing for management and CIE. For each area, a teacher's resource guide details the cross-referencing of competencies to instructional materials. Each resource guide is structured as follows: review of revalidation process; list of revisions in the core curriculum; core curriculum; expected student learning outcomes; suggested curriculum model, including week number, primary focus/core competencies, and secondary focus/occupational specific; and cross-referenced instructional materials.) (YLB)

ED 351 520 CE 062 329

A Comparative Analysis of High School Graduates in West-Central Pennsylvania Schools Served by the Clearfield County Vocational Technical School for the Years 1983, 1986, and 1989. Final Report.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- Mar 92

NOTE- 175p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Education; Comparative Analysis; *Education Work Relationship; *Employment Patterns; *Enrollment Trends; Graduate Surveys; *High School Graduates; High Schools; Job Satisfaction; Postsecondary Education; Regional Schools; Student Educational Objectives; Vocational Education; Vocational Followup; Vocational Schools

IDENTIFIERS- *Clearfield County Voc Tech School PA; *Pennsylvania (West Central)

An analysis compared the high school and post-high school experiences and opinions of students from the classes of 1983, 1986, and 1989 in a five-district area served by one area vocational-technical school (AVTS) in rural west-central Pennsylvania. Responses were examined overall and a comparison made by graduation year secondary program of study: academic, grade level. Project evaluation showed that employees increased their language, literacy, and other basic skills and gained self-confidence and higher self-esteem. (The document contains a workplace English curriculum supplement with exercises, vocabulary lists, idioms, and sample dialogues and forms for student use in the program.) (KC)

ED 351 537 CE 062 391

Alamprese, Judith A.; Beaver, Julie
Criteria for Determining the Satisfactory Progress of Job Connection Clients: Final Report.
SPONS. AGENCY- Connecticut State Dept. of Income Maintenance, Hartford.
PUB DATE- Oct 92
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement; Adult Education; Agency Cooperation; Cooperative Planning; English (Second Language); *Evaluation Criteria; Evaluation Utilization; Higher Education; High School Equivalency Programs; Job Training; Nontraditional Education; Outcomes of Education; Performance Factors; Staff Development; *Standards; *Welfare Recipients
IDENTIFIERS- *Connecticut; Family Support Act 1988; *Job Opportunities and Basic Skills Program

According to the education and training requirements of the Family Support Act of 1988, the Connecticut Department of Income Maintenance (DIM) is required to approve criteria or standards for determining the satisfactory progress of Aid to Families with Dependent Children (AFDC)/Job Connection clients enrolled in education and skill training programs. This report recommends draft standards for determining clients' satisfactory progress in basic skills, classes in English as a Second Language, high school completion, higher education, and skill training programs; and it provides guidelines for selecting high quality programs. Following a brief introductory chapter, chapter 2 describes current practices in determining satisfactory progress. Chapter 3 proposes the standards and also provides guidelines for selecting quality programs, including how to determine the probationary period during which clients who have not met the standards may be given another opportunity and how to determine whether mitigating circumstances were responsible for a client failing to meet the standards. Chapter 4 addresses factors that affect implementation of the standards (interagency cooperation, staff training, and provision of information about service providers to whom case managers refer clients). Appendices contain the questionnaire used to survey Connecticut's DIM staff prior to the preparation of this report and a list of companies, institutions, and agencies that provider services to Job Connection clients. (CML)

ED 351 538 CE 062 392

Ballard, Glenda H.
Write Right Now! A Writing Skills Manual for GED Teachers. A Report from the Virginia Adult Educators' Research Network.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Adult Education Service.
PUB DATE- Jun 92
NOTE- 69p.
LANGUAGE- English

Moore, Richard W.; Smith, Edward J.
Measuring Outcomes: A Follow-Up of Minnesota Private Career School Students.
SPONS. AGENCY- Minnesota Association of Private Postsecondary Schools.; Minnesota Higher Education Coordinating Board, St. Paul.
PUB DATE- 6 Oct 92
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business Education; Cosmetology; Dropouts; *Employment Patterns; *Graduate Surveys; Institutional Evaluation; Job Placement; Job Satisfaction; *Participant Satisfaction; Postsecondary Education; *Private Schools; School Holding Power; Student Attrition; Technical Education; Trade and Industrial Education; *Vocational Education; *Vocational Followup
IDENTIFIERS- Minnesota Assn Private Postsecondary Schools

In Phase I of a study, all students (n=4,488) enrolled in schools in the Minnesota Association of Private Postsecondary Schools (MAPPS) completed a quality assessment instrument to evaluate their school. In Phase II, a sample of 2,000 students who completed the initial assessment were followed up to measure completion, placement, and student satisfaction. The response rate was 40.2 percent. Findings indicated two-thirds of all students had completed their program; completers were more likely to work full time, find jobs related to training, and receive additional training on-the-job and in the classroom; and completers and noncompleters reported relatively low wages. Noncompleters reported lower levels of satisfaction; completers reported much higher levels of satisfaction. Students appeared dissatisfied not with the instructional program but with other school services such as admissions and financial aid. Cosmetology students were most likely to complete the program and find full-time employment. Business students had the lowest completion rate and highest noncompletion rate; they included the largest group of students who remained in school. Eighty percent of cosmetology students and 75 percent of trade/technical students would recommend their school compared to 57 percent of business students. (Appendixes include 11 references; frequencies for all students; norms for business, trade/technical, and cosmetology students; and questionnaire.) (YLB)

ED 351 555 CE 062 421

Norwood, Janet L.
Education: The Key to Labor Market Success.
PUB DATE- 90
NOTE- 23p.; Third Annual George Seltzer Distinguished Lecture.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Attainment; Employment Potential; Employment Projections; Futures (of Society); Job Skills; *Labor Force Development; *Labor Market; Labor Needs; Postsecondary Education; Productivity; Secondary Education; Skill Development; *Success; Vocational Education

Although education is the key to labor market success, it never has been a sufficient condition for that goal. In addition to included: "The Unwaged and the Unemployed" (Hunt, Jackson); "Adult Vocational Education and Training: What, Where, and When?" (Hunt, Jackson); "Factors Influencing the Need to Change" (Hunt, Jackson); "The Training Debate" (Hunt, Jackson); "Six Key Aspects in the Delivery of Adult Vocational Education and Training" (Hunt, Jackson); "Measures to Facilitate Changes in the Current System (Hunt, Jackson); "An Adult Route to Qualifications" (Rowe); "Managing Employment Training" (Boden, Rose); "Providing Training Access Points in East Birmingham" (Addey); "Supported Training in Employment for those with Learning Difficulties" (Thomas); "Delivering Adult Compacts" (Harris); "Guaranteed Accommodation and Training for Employment (GATE)" (Levy); "Hitch-Hiker's Guide to Science and Technology: An Access Initiative" (Fulton); "Employment Training Access Course" (Shoults); "Community Joblink" (McConnell); "Tourism Innovation Project: An Example of International Collaboration" (Bak); "APL/APEL Assessment of Prior (Experiential) Learning and the Employment of Adults" (Barkatoulah); "Community Involvement and Development Course" (Miskin, Woodward); "Joint Initiatives of Industry and Trades Unions in Adult Education" (Bufton); "The Rover Learning Business" (Hunt); "Meeting the Needs of Industry" (Smith); and "Analysing the Past, Shaping the Future" (Hunt, Jackson). There are 41 references. (CML)

ED 351 574 CE 062 459

Mulligan, John, Ed.; Griffin, Colin, Ed.
Empowerment through Experiential Learning: Explorations of Good Practice.
PUB DATE- 92
NOTE- 258p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; *Certification; Conference Proceedings; Credits; Educational Assessment; Educational Innovation; Educational Policy; *Educational Practices; Experience; *Experiential Learning; *Learning Processes; *Learning Theories; Lifelong Learning; Prior Learning; *Teaching Methods; Theory Practice Relationship

This volume brings together papers from the 1991 Conference on Experiential Learning held at Surrey University (England); its 25 chapters are divided into 5 sections. An introduction provides a brief overview of each chapter. Section 1 is concerned with theoretical frameworks and philosophical and critical reflection: "Absorbing Experiential Learning" (Griffin); "Learner Experience: A Rich Resource for Learning" (Saddington); "Experiential Learning: the Confucian Model" (Mak); "Exploration of Levels of Awareness and Change Processes in Group Encounter" (Barber); "Politics of Facilitation: Balancing Facilitator Authority and Learner Autonomy" (Heron); and "Silent Learning: Experience as a Way of Knowledge" (Ranjan). Section 2 deals with the accreditation of prior experiential learning (APEL): "Linking Personal Learning and Public Recognition" (Evans); "APEL for Access to Science and Technology" (Paczuska); "Women's Informal Learning in a Neighbourhood Setting" (Webb, Redhead); "Constraints upon Portfolio Development in the Accreditation of Prior Learning" (Balckman, Brown); and "Making Experience Count: Facilitating the APEL Process" (Hull). Section 3 discusses issues related to the institutional assimilation of experiential learning: "Empowerment through Experiential Learning" (Tate); "Cooperative Inquiry into Organizational Culture: Wrekin District Council Experience" (Marshall); and "Police effectively, ask the right questions, and give and receive constructive feedback. The materials include the following information sheets: handling problems and conflicts (rating sheet), benefits of effective listening, active listening, active listening worksheet, developing good listening habits, effective listening techniques, using effective listening techniques, ten commandments for good listening, handling questions, and feedback (introduction, questionnaire, principles, do's and don'ts, and action plan for giving and getting feedback). (KC)

ED 351 595 CE 062 497

Channeling Your Donna Reed Syndrome.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 20p.; For related documents, see CE 062 480-501.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adjustment (to Environment); Adult Education; Burnout; Catharsis; *Coping; Goal Orientation; *Health Education; Individual Power; Life Events; Mental Health; Problem Solving; Psychological Patterns; *Relaxation Training; *Stress Management; *Stress Variables; Type A Behavior; Type B Behavior; Well Being
IDENTIFIERS- *Workplace Literacy

This document offers materials on stress management used in a workplace literacy project developed by Mercer County Community College (New Jersey) and its partners. The document contains handouts on the following topics: (1) description of learners' typical days and identification of their stress points; (2) what stress is and is not; (3) a description of Type A and Type B behaviors; (4) a pencil-and-paper test to evaluate one's stress; (5) biochemical changes resulting from stress; (6) how to relieve stress; (7) how to visualize to relieve stress; (8) how to relax by breathing deeply and having hobbies; (9) the value of exercise; (10) nutrition's relationship to handling stress; (11) how to cope with deadlines, priorities, and hassles; (12) tips for coping with stress; (13) how to make changes; (14) a list of rights individuals have regarding the demands made on them; and (15) 10 commandments for handling stress. (CML)

ED 351 596 CE 062 498

Taming Your Time.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 25p.; For related documents, see CE 062 480-501.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Adult Literacy; Daily Living Skills; Efficiency; *Employment Potential; *Job Skills; Literacy Education; Planning; *Skill Development; *Time Management
IDENTIFIERS- *Workplace Literacy

This document is one of a series of student workbooks developed for workplace skill development courses or workshops by Mercer

Development; Workshops
IDENTIFIERS- American Telephone and Telegraph Company

Summaries are provided of 37 projects that address the credit education and information needs of consumers. The projects are supported by AT&T Universal Card Services Corp. through a fund managed by the National Coalition for Consumer Education. Each summary provides a project description, grant recipient, and address/telephone number. The reference and referral services category includes a hotline and exhibit for educators and hotline for the economically disadvantaged. The media campaigns category includes the following: a credit education awareness campaign, mass media campaign, and video on consumer bankruptcy for the economically disadvantaged; contest/videotape/brochure for those with limited reading skills; newspapers and a hotline for non-English speaking consumers (NESCs); and videotape for the hearing impaired. In the counseling and workshops category are workshops for the economically disadvantaged, mentally disadvantaged, NESCs, and hearing impaired. The school programs for young persons category includes a workshop and contest for high school students and theater for mentally disadvantaged students. In the professional and paraprofessional training category are cooperative extension classes for building an understanding of credit services and training of clergy and legal advisors for offering seminars to economically disadvantaged individuals. The materials development category includes materials for use with or by economically disadvantaged individuals or NESCs. (YLB)

ED 351 614 CE 062 539

Consumer Education Materials Evaluation Form.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Consumer Economics; *Consumer Education; Consumer Protection; Instructional Effectiveness; *Instructional Material Evaluation; Instructional Materials; Material Development; Media Selection

This one-page consumer education materials evaluation form has been developed as a checklist for developers and users of business-sponsored educational materials. Criteria listed include issues such as target audience, design, and usability as well as objectivity and how the business sponsor is identified. The form is intended to prevent indiscriminate use of business-sponsored materials that are biased or that exist primarily to endorse a company or product. (YLB)

ED 351 615 CE 062 540

Bannister, Rosella; And Others
Consumer Approach to Investing. A Teaching Guide with Expanded Section on Investment Fraud. Second Edition.
SPONS. AGENCY- National Futures Association, Chicago, IL.
PUB DATE- 92
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Business Education; Consumer Economics; *Consumer Education; *Consumer Protection; Economics; *Ethics; Home Economics; Instructional Materials;

examine how to monitor, evaluate and adjust initiatives; and determine how results are to be communicated. (ABL)

ED 351 634 CG 024 635

Stay In--You Win: Module Four. Dropout Prevention Programs That Work.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- Jan 92
NOTE- 131p.; For related documents, see CG 024 632-634.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Foreign Countries; High Schools; *High School Students; Potential Dropouts
IDENTIFIERS- Alberta; *Stay In You Win Project AB

Module Four of the Alberta project "Stay In--You Win" is presented in this document. This module is designed to generate ideas for planning effective initiatives for schools. The stated objectives of this module are to provide a listing of dropout prevention programs in Alberta high schools; to encourage interpersonal networking among educators concerned with stay in school initiatives; to outline a variety of dropout prevention programs which can generate ideas for a school's Stay In--You Win initiatives; and to provide guidelines for the design of effective dropout prevention programs. Guidelines for effective education and remediation programs for youth are then presented. Eighteen dropout prevention projects in Alberta high schools are described. Sixty-nine dropout program project descriptions selected from the research literature are also presented. These are grouped into the categories of general programs; technology programs; programs specifically for girls; and business partnerships. Synopses for each of the four categories are included. Planning charts for the Stay In--You Win program are included. (ABL)

ED 351 635 CG 024 636

Hutchinson, Roger L.; Johnson, Raiman K.
Advantages and Drawbacks of Employing Full-Time (Internal) Psychologists or Part-Time (External) Psychologists.
PUB DATE- 23 Nov 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Consultants; Counseling Effectiveness; Counselor Role; *Part Time Employment; *Psychologists
IDENTIFIERS- *Full Time Employment

This article relates observations about working as a full-time internal psychologist versus a part-time external psychologist in a residential treatment center. In the summary these advantages about employing external psychologists are given: (1) the external psychologist has the opportunity to function as an outside arbiter; (2) the opportunity exists for providing increased openness regarding discipline or employment concerns; (3) institutional staff may feel more comfortable making referrals to an external psychologist; (4) in-service training has the potential for being enhanced by the availability of an external psychologist's expertise; (5) the availability of an external psychologist allows in-residence, institutional caregivers the opportunity to maintain a more pragmatic, real-provided. Third, age was related to memory self-efficacy; younger children tended to have a stronger sense of self-efficacy than older students. Finally, a vast majority of those sampled believed that their memory abilities could change. In conclusion, a few suggestions for future research may be offered. However, questions remain regarding how knowledge utilization about performance occurs. Reasons for the lack of a relation between self-efficacy and performance should be investigated. Finally, researchers should attempt to understand children's implicit memory theories better. (Author/ABL)

ED 351 654 CG 024 657

Bramlett, Ronald K.
Cooperative Learning: A Field Study with Implications for School Psychologists.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
PUB DATE- Aug 92
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Consultants; *Cooperative Learning; Elementary School Students; Grade 3; Intervention; Low Achievement; Mainstreaming; Primary Education; Reading Comprehension; *School Psychologists
IDENTIFIERS- *Cooperative Integrated Reading and Composition

Cooperative learning has received a substantial amount of empirical support to indicate it is a viable classroom reward structure. It has been recommended that school psychologists might add this strategy to their repertoire of interventions to be used in consulting with teachers, particularly integrating handicapped students. A structured cooperative learning strategy for reading, Cooperative Integrated Reading and Composition (CIRC) was implemented in nine 3rd grade classes in rural Ohio with 198 students. The control group consisted of nine 3rd grade classes with 194 students. Reading subtests of the California Achievement Test were utilized in order to compare results with previous evaluations of CIRC. A Multivariate Analysis of Covariance with univariate follow-up analyses revealed the CIRC group significantly outgained the control group on Reading Comprehension. In addition, when the groups were divided into three reading levels (low, middle, high) differences were found in the lower level favoring CIRC. Teacher acceptability ratings were obtained indicating positive experiences with CIRC. Overall it appears that CIRC may be a promising strategy for school psychologists to utilize with adequate support from administration in consultation with teachers and schools, particularly in efforts to assist lower achieving students and to integrate more handicapped children into the regular classroom. (Author/ABL)

ED 351 655 CG 024 658

Goodwin, M. Jacqueline; Smith, Philip B.
Adolescents' Understandings of Power and Violence in Marital Relationships.
PUB DATE- Aug 92
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC,

encourage greater parent involvement, provide more teacher inservice, and continue school visitations by the program evaluator. (Four tables of data are included; the Concepts about Print scoring sheet, the form for recording pupil attendance, a parent involvement log, a pupil data sheet, an orientation inservice evaluation form, and a general inservice evaluation form are attached.) (Author/RS)

ED 351 674 CS 011 097

Hansen, Merrily P.; Armstrong, Gloria
Right at Home: Family Experiences for Building Literacy.
PUB DATE- 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; *Home Programs; Interpersonal Competence; *Learning Activities; *Parent Participation; Parent Teacher Cooperation; *Skill Development; Thinking Skills; *Young Children
IDENTIFIERS- *Emergent Literacy; *Family Literacy

Designed to be used independently by parents or other family members with their preschool or kindergarten-age children, this book presents (in easy-to-read cartoon-style letters) specific ideas for developing literacy skills during day-to-day activities. The book provides practice for children in the following skills: 1) life skills (such as cooperation, social behavior, decision making, responsibility, and safety); 2) concept development (such as colors, shapes, numbers, spatial relationships, body parts, comparisons, and time concepts); 3) thinking skills (such as prediction, realism and fantasy, sequencing, and summarizing); 4) speaking and listening skills (such as describing pictures, retelling stories, remembering details, listening for sequence, and following oral directions); and 5) reading and writing skills (such as using the library, enjoying books, and recognizing and writing alphabet letters, labels, and names). (NKA)

ED 351 675 CS 213 505

Kramp, Mary Kay; Humphreys, W. Lee
Narrative, Self-Assessment, and Reflective Learners and Teachers.
PUB DATE- 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Classroom Research; Elementary Secondary Education; Higher Education; *Learning Strategies; Narration; *Self Evaluation (Individuals); Story Telling; *Student Characteristics; Student Experience
IDENTIFIERS- Alverno College WI; *Reflective Teaching; University of Tennessee Knoxville

A classroom research project investigated whether having students tell their own stories about learning might provide a mode and a context for self-assessment of their formal work in relation to their experience and growth as learners. Two courses involving sustained reading of major segments of the Hebrew Bible/Christian Old Testament taught at the University of communicate to real audiences (audiences which included professional writers). (Figures representing a sample cluster, guidelines for editing or revising, student and parent inventories, and a sample "diploma" for workshop participants are included; 25 references are attached.) (RS)

ED 351 694 CS 213 594

Ediger, Marlow
Integration of Content in the Language Arts.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Classroom Environment; *English Instruction; *Integrated Activities; *Language Arts; Primary Education; Reading Instruction; Student Motivation; Writing Instruction
IDENTIFIERS- Reading Speaking Relationship; Reading Uses

Pupils need to experience a rich language arts curriculum. Each learner must have feelings of self-worth and acceptance of others in the classroom setting. Educational psychologists have long recommended that learners perceive that content acquired is integrated. English teachers have debated the merits of teaching isolated learnings in the curriculum. The correlated English curriculum was introduced in the early 1900s; the fused English curriculum came somewhat later. A first grade student teacher guided her young learners on a visit to the ecology area next to the school building. Pupils noticed the oak, walnut, and hickory trees, watched squirrels running around, and watched and listened to birds. An active discussion ensued upon returning to the classroom. The teacher wrote student-generated sentences on the chalkboard based on their observations. The ideas presented from the excursion were easy for learners to read. An integrated language arts curriculum goes one step further than the fused approach in that subject matter from diverse disciplines is related to the language arts areas of listening, speaking, reading, and writing. Other student teachers have used other academic disciplines to develop their own personalized reading materials in an integrated curriculum. (RS)

ED 351 695 CS 213 595

Navarre, Joan
Literary Theory and Composition Practice.
PUB DATE- Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Context; *Discourse Modes; *Freshman Composition; Higher Education; Literary Styles; Student Writing Models
IDENTIFIERS- *Bakhtin (Mikhail); Composition Theory; *Voice (Rhetoric)

Mikhail Bakhtin's literary theory, particularly his voice-oriented term, "heteroglossia," can easily be brought to bear on the teaching of voice in the composition classroom. Bakhtin methodologies, and CMC technologies, there appear to be no discernable characteristics which clearly distinguish the class studied during the COMCONF exercise. Results showed, however, that the truly distinguishing characteristic of the COMCONF users was the way they separated into the "work mechanics" vs. "organizational straphanger" categories. Finally, results suggest that the degree of integration of CMC into the class requirements as a fundamental part of the classroom process, and the degree of freedom that the students had for choosing classes, were both positively correlated with the emergence of work mechanics as opposed to straphangers in the class. (Six tables of data and three figures are included.) (PRA)

ED 351 714 CS 507 934

Schnell, Jim
Intercultural Communication Education in the People's Republic of China.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Communication Problems; Cultural Differences; *English (Second Language); Foreign Countries; Higher Education; *Intercultural Communication; *Preservice Teacher Education; *Second Language Instruction; *Student Attitudes; Surveys
IDENTIFIERS- *China

As China continues to open to the outside world (economically, politically, and educationally), English language instruction and intercultural communication education in China has increased markedly to enhance international interaction with the United States and other countries. The Chinese approach differs from practices in the United States as intercultural communication education is promoted primarily through English teacher education programs. Students are taught not only the English language, they are taught about the cultures and ethnic groups who are native speakers of English. A written survey was administered to an English class consisting of 20 freshmen in the teacher education program at Northern Jiaotong University, Beijing. Results indicated that: (1) most students felt that their behavior will serve as an important role model for students; (2) less than half of the students selected teaching English as their first choice of occupations; and (3) 65% of the students agreed or strongly agreed that they sometimes understand the words an English speaker is using, but do not understand the main ideas or message. A variety of techniques are incorporated in coursework to meet the intercultural communication objective. Practitioners offer three primary approaches for achieving intercultural communication education: the experiential, behavioral, and informational approaches. Attributional training should be emphasized within the informational method. In meeting the goal of training large numbers of teachers to teach English to Chinese students, China is emphasizing intercultural communication education within their English teacher preparation programs. (Twenty-seven footnotes are included.) (RS)

ED 351 715 CS 507 937

Lumsden, Linda
Sticks and Stones: Why First Amendment Absolutism Fails When

raises significant efficiency issues for institutions of higher education and poses potential problems for the communications discipline since the number of undergraduates is outstripping the number of students earning advanced degrees. The paper concludes with 10 recommendations to both individual students and to institutions for preventing a lengthy ABD status for Ph.D. candidates. (Contains 25 references.) (RS)

ED 351 733 CS 508 007

Flores, Norma Landa
Facilitating Hispanics' Expression of Ethical Values during Mock Oral Interviews with the Santa Ana Police Department.
PUB DATE- 1 Nov 92
NOTE- 39p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992). Accompanying material may have legibility problems.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Apprehension; *Communication Skills; *Employment Interviews; Higher Education; Hispanic Americans; *Interviews; *Police; Police Education; Simulation; *Speech Communication; Units of Study
IDENTIFIERS- California (Santa Ana); Communication Strategies; Golden West College CA; Santa Ana Police Department CA

To help Hispanic Americans wishing to enroll in the Santa Ana (California) Police Department, this paper presents an Advancement of Ethnic Representation Opportunities (AERO) Police Success Communication Skills Competency Based lesson that focuses on expressing ethical values during police oral interviews. After providing background information on what prompted the development of the lesson, the paper presents student handouts and evaluation forms. Next, the paper provides instructional material that discusses researching, preparing, and participating in police oral interview panels, and then discusses student-conducted mock interviews, following which, a presentation on how to prepare for governmental oral interviews, and the results of mock oral interviews with the police department are provided. The paper concludes with a recommendation for the establishment of standard, competency-based criteria for evaluating oral job-interviewing interactions in order to end bias in governmental job selection processes. A Project AERO figure is included and 15 references are attached. (RS)

ED 351 734 CS 508 008

Flores, Norma Landa
Multicultural Communication: Assessing, Facilitating, and Evaluating Competency-Based Oral Interactions. Short Course No. 6.
PUB DATE- 29 Oct 92
NOTE- 38p.; Short course presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

American educational equity lexicon, "the right to education." It addresses the educational disputes and issues of policy, procedure, and popular will that are associated with this phrase. Interpretation of the phrase is based on a focus on the everyday situations in which a right to education is assumed through: (1) analysis of ordinary language; and (2) existential-phenomenological descriptions of the subjective experience. Following the introduction, chapter 2 sketches seven typical scenarios in which the assertion of the right to education seems to make sense. These scenarios constitute the starting point and the data for a contextual analysis of language and intention. The following chapters draw out a multidimensional portrait of what we affect when we claim "a right to education." The conclusion discusses whether the phrase helps or hinders the advancement of justice in education. (Contains 62 references.) (LMI)

ED 351 754 EA 024 436

Lawer, Jo Ann; Cromley, Lynn
A Pennsylvania Education-Welfare Collaboration Model for Successful Teen Parent Programs.
PUB DATE- Dec 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; *Agency Cooperation; *Early Parenthood; High Schools; Parenthood Education; *Pregnant Students; *Program Development; State Departments of Education; *State Programs; Student Welfare; Unwed Mothers
IDENTIFIERS- *Pennsylvania

The Family Support Act of 1988 presented states with a unique opportunity to address the needs of pregnant and parenting teens. The Pennsylvania Departments of Education and Public Welfare have seized this opportunity and are leading the nation in combining their programmatic and fiscal resources to expand the state's teen parent initiative. The enhanced services developed through the welfare initiative build upon a teen parent initiative first introduced through the Department of Education in 1985. This manuscript will highlight the systemic processes developed to actualize and support this coordination at the state and local levels including the evolution of the Pregnant and Parenting Teen Initiative, funding strategies, the development of effective community-school partnerships, retrieval of teen parent dropouts, and development of innovative practices to keep teen parents in school. (Author)

ED 351 755 EA 024 439

Presseisen, Barbara Z.; And Others
Cognitive Development through Radical Change: Restructuring Classroom Environments for Students at Risk.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classroom Environment; *Cognitive Development; Cognitive Processes; Educational Change; Educational Environment; *Educational Innovation; Elementary Secondary

DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Governance; *Governing Boards; *Holistic Approach; *Institutional Autonomy; Institutional Environment; *Organizational Change; Organizational Climate; Organizational Theories; *Private Schools; *School Administration
IDENTIFIERS- *Australia

Findings of a study that examined the role of the governing body in the independent school's self-renewing processes are presented in this paper. From the holistic paradigm, the school is viewed as a self-renewing system that is able to maintain its identity despite environmental changes through existing structures that define and create expectations. The school is a living system whose primary concern is to maintain its identity. The sample included five schools in the Sydney Anglican Diocese whose heads belonged to the Association of Heads of Independent Schools of Australia. Methodology involved participant observation, interviews with 56 heads and members of governing bodies, and document analysis. Findings indicate that the governing body participates in the mechanisms that stabilize structures of expectations temporally, sociopolitically, and materially. A conclusion is that a school's identity cannot be imposed externally and that administrators must recognize their schools' internal processes, viewing the school as an autonomous, living system. Two figures are included. (Contains 20 references.) (LMI)

ED 351 777 EA 024 467

Snyder, C. W., Jr.
Evaluation Plans for the Junior Secondary Curriculum and Management Activities of the Botswana Ministry of Education.
SPONS. AGENCY- Ministry of Education, Gaborone (Botswana).
PUB DATE- Dec 87
NOTE- 148p.; A product of the Junior Secondary Education Improvement Project.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Developing Nations; *Educational Assessment; *Educational Improvement; *Educational Planning; Foreign Countries; Junior High Schools; *Program Evaluation
IDENTIFIERS- *Botswana

Information on evaluation planning for the Community Junior Secondary School (CJSS) system in Botswana is presented in this monograph. The papers were used within the Ministry of Education's Department of Curriculum Development and Evaluation as part of the Junior Secondary Education Improvement Project (JSEIP). The first two chapters describe the participative and argumentative orientation of the evaluation plans. Chapter 3 outlines the mechanism recommended to conduct the evaluation activities, the Evaluation Task Force, and a general plan to begin the process. The proposed tasks and procedures of the Task Force are specified in the fourth chapter. Chapter 5 presents the plans for the continuation of the International Association for the Evaluation of Educational Achievement (IEA) testing. The sixth chapter addresses the plans for formative evaluation of the new materials and their dissemination. The final chapter presents the plans for a National Curriculum Consultative Conference Series to promote further dialogue and exchange between the Ministry of Education and its stakeholders. (LMI)

ED 351 778 EA 024 468

ED 351 797 EA 024 489

Analysis of School Finances in New York State School Districts, 1990-91.
PUB DATE- Sep 92
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Equalization Aid; Expenditure per Student; *Expenditures; *Fiscal Capacity; Income; Operating Expenses; School Districts; *School District Spending; *State Aid; Tax Rates
IDENTIFIERS- *New York

This report summarizes the finances of major New York school districts during the school year 1990-91, as well as public school expenditures and state aid since 1972-73. A summary of school district expenditures compares various percentiles of operating expenditures per student and describes the magnitude of the disparity in approved operating expenditures per student between districts in the 10th and 90th percentiles for each year. Decile tables ranked by wealth and expenditures per pupil are provided. Five-year trend data are also presented on full value, expenditures, state aid, tax rates, and local revenue. These items are displayed on a per-pupil basis for the state, New York City, and the remaining school districts. A historical perspective of New York school finances is presented in the appendices. Fifteen tables and a glossary are included. (LMI)

ED 351 798 EA 024 490

Women Administrators in New York State Public Schools, 1968-1991.
PUB DATE- 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Education; Degrees (Academic); *Educational Administration; *Educational Background; *Educational Status Comparison; Elementary Secondary Education; *Public Schools; *State Norms; *Women Administrators
IDENTIFIERS- *New York

This report presents information on the status of women as administrators in the New York public schools for the years 1968-91. Data obtained from the Education Department's information system are used to describe trends in the following areas: (1) the educational preparation of persons employed as school administrators; (2) the educational preparation of women as potential school administrators; and (3) the employment patterns of school administrators. The statistics indicate the trend toward doctoral study as a criterion for employment as principal or assistant principal; women are receiving a greater percentage of master's and doctor's degrees in educational administration; women have been making steady gains in the percentage of administrative positions held since the mid-1970s, with the exception of the superintendency. However, men continue to have a slight edge over women in finding a public school administrative position. Seven tables are included. (LMI)

ED 351 799 EA 024 492

Hall, Gene E.; Difford, Gerald A.
State Administrators Association Director's Perceptions of the

Brodin, Jane; Bjorck-Akesson, Eva
Toy Libraries/Lekoteks in an International Perspective.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Child Development; Community Services; Developing Nations; *Disabilities; Foreign Countries; *Instructional Materials; *Libraries; Play; Surveys; *Toys; Trend Analysis
IDENTIFIERS- *Lekoteks; *Toy Lending Libraries

This article reports a survey of members of the International Toy Library Association and others in order to describe the international toy library/lekotek movement today. Information from 37 countries was evaluated and the similarities and differences among the toy libraries/lekoteks identified, as well as the various philosophies, aims, and activities. Three main types of toy library/lekotek are described: (1) community oriented toy libraries; (2) lekoteks for children with disabilities; and (3) toy libraries that function as a cultural, social and recreational center. The common emphasis on the importance of play in child development is stressed. The lack of toy libraries in developing countries is noted, and the need to develop such services in these countries is considered. (Contains 19 references.) (DB)

ED 351 819 EC 301 637

Annual Report to the President and to the Congress on Federal Activities Related to the Rehabilitation Act of 1973 as Amended. Fiscal Year 1991.
PUB DATE- 92
NOTE- 597p.; For the 1990 edition, see ED 343 366.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advocacy; Agencies; Blindness; *Compliance (Legal); *Disabilities; Employment; *Federal Legislation; *Federal Programs; Independent Living; Program Descriptions; Rehabilitation; Supported Employment; *Vocational Rehabilitation
IDENTIFIERS- *Rehabilitation Act 1973

This annual report (fiscal year 1991) summarizes information on mandated federal activities of the Rehabilitation Services Administration and related agencies under the Rehabilitation Act of 1973. The report is organized following the titles and sections of the Act. Under the Act's General Provisions are activities of the Office of the Commissioner, publication of American Rehabilitation Magazine, program evaluation, and operation of the Clearinghouse on Disability Information. Title I programs include the Vocational Rehabilitation Services Program, the Randolph-Sheppard Vending Facility Program, the Client Assistance Program, and the American Indian Vocational Rehabilitation Services Projects. Title II focuses on activities of the National Institute on Disability and Rehabilitation Research. Title III addresses rehabilitation training and special projects for providing vocational rehabilitation services to individuals with severe handicaps, for providing supported employment services and technical assistance, for handicapped migratory and seasonal farmworkers, and for special recreation programs. Title IV authorizes the National Council on Disability. Title V addresses the employment of people with disabilities in the Federal

Healthy Community?" (Grade 2); "What Makes Me Special?" (Grade 3); "How Do I Stay Healthy?" (Grade 4); "How Do I Fit into a Healthy Community?" (Grade 5); "Why Are My Choices Important?" (Grade 6); "What Are My Choices?" (Grade 7); "How Will My Choices Impact My Life?" (Grade 8); and expansion of the grade 6 to 8 topics in grades 9 to 12. Appendices describe resources referred to in the curriculum, describe print and video materials useful with the AIDS curriculum, list resource organizations, list developmental characteristics of children and youth, provide forms for evaluating AIDS education curriculum and materials, list student competencies for health education, and outline New Mexico State Department of Education regulations on AIDS. (JDD)

ED 351 839 EC 301 666

Stile, Stephen W.; And Others
Results of a Panel Longitudinal Study with Systematic Replication: Graduates of Preschool Special Education Programs in Washington and New Mexico.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- 91
NOTE- 30p.; The document was supported by a grant from the New Mexico Special Education Unit and by the New Mexico University Affiliated Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Educational Needs; Elementary Education; Longitudinal Studies; *Mild Disabilities; *Outcomes of Education; Preschool Children; *Preschool Education; Prevention; Research Methodology; *Special Education; *Student Placement
IDENTIFIERS- New Mexico; Washington

This panel longitudinal study, originally conducted in Washington and systematically replicated in New Mexico, investigated the long-term educational placements of students served in preschool special education programs. Subjects were the 4338 children who graduated from preschool programs for children with disabilities during two 5-year periods. Findings indicate that early childhood programs for children with disabilities rarely reduce the need for future special education services and then only for students with mild disabilities. About 15 percent of students were able to remain in regular education for up to 5 years without special education services. The paper reviews past longitudinal studies, discusses methodological issues involved in longitudinal studies, and discusses implications of the study's findings for policymakers and practitioners. (Contains 12 references.) (JDD)

ED 351 840 EC 301 667

Spina Bifida: Guidelines of Care for Children with Special Health Care Needs.
PUB DATE- 91
NOTE- 53p.; For related documents, see ED 340 155-156 and EC 301 668.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adult Education; Adult Students; *Computer Assisted Instruction; *Courseware; *English (Second Language); *Equipment Evaluation; Instructional Effectiveness; Instructional Material Evaluation; Intensive Language Courses; Language Tests; Phonics; *Phonology; *Pronunciation Instruction; Second Language Learning; Student Attitudes; Testing

IDENTIFIERS- *Boswell English as a Second Language Program

A study investigated the instructional effectiveness of the Boswell English as a Second Language Program, a phonics-based language teaching program using interactive, multisensory (auditory, visual, tactile) computer technology. The program is a sequence of lessons designed to give non-native speakers an understanding of English phonological structure and its relationship to spelling. Subjects were 10 adult students of varying language backgrounds and skill levels in an intensive English-as-a-Second-Language program, and a parallel control group. Both groups were pre- and posttested using the Basic English Skills Test (BEST) and a Boswell-designed test of the material covered in the program. The experimental group used the system from 24 to 42.5 hours. Test results indicate that the Boswell system had a significant impact on students' ability to recognize and discriminate phonemes as well as on their spelling abilty. However, little correlation was found between time spent using the system and improvement on the Boswell aural test. The experimental group performed better on the Boswell written test but not on the BEST written examination. Students who used the program were generally positive about the system and visibly engaged by it. Students had some criticisms of the program and suggestions for its improvement. (MSE)

ED 351 864 FL 020 734

Gies, David Thatcher, Comp.
"Historias de la Artamila," Ana Maria Matute. Performance Guides to Spanish Texts.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 89
NOTE- 37p.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Authors; Class Activities; Classroom Techniques; *Cultural Context; Cultural Education; *Literature Appreciation; Oral Interpretation; Secondary Education; Second Language Instruction; Second Languages; *Short Stories; *Spanish; *Spanish Literature; *Story Telling
IDENTIFIERS- Historias de la Artamila; *Matute (Ana Maria)

This performance guide is the result of work conducted at the University of Virginia's National Endowment for the Humanities Summer Institute, 1989, on "Spanish Literature in Performance," in which 25 secondary school Spanish teachers studied Spanish texts from the perspective of classroom performance to deepen knowledge of the texts and discover ways to stimulate teaching and appreciation of literature in the high school classroom. The guide distills and synthesizes issues raised during the institute into background material, topics for conversation, and performance activities for classroom use based on the text, "Historias de la Artamila" by Ana Maria Matute. It is not a literary analysis of the text. Contents include: substantial background material on the author and the cultural context of

ED 351 884 FL 020 765

Elementary and Secondary Education Act ESEA Title VII Programs in New York State, 1991-92.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Bilingual Education Programs; Curriculum Development; Elementary Secondary Education; *English (Second Language); *Enrollment Trends; Family Programs; Federal Aid; Fellowships; Financial Support; Gifted; *Information Sources; Inservice Teacher Education; Instructional Program Divisions; Parent Participation; Preschool Education; Program Administration; Program Design; School Districts; Special Education; State Surveys; Talent; Transitional Programs
IDENTIFIERS- *Elementary Secondary Education Act Title VII; Family Literacy; *New York

The compilation of Elementary and Secondary Education Act (ESEA) Title VII bilingual education programs in New York State lists, alphabetically by school district, the federally funded bilingual projects designed to assist children of limited English proficiency. Programs are listed in these categories: transitional bilingual education; special alternative instruction; developmental bilingual education; special populations (preschool, special education, gifted/talented); academic excellence (exemplary); family English literacy; short-term parent and teacher training; fellowships for training in teaching, administration, and curriculum development; educational personnel training programs; and support services centers. For each listing, information is given on enrollment (when appropriate), instructional level, languages served, program type, amount awarded, and name, address, and telephone number of a contact person. (MSE)

ED 351 885 FL 020 766

Morehouse, Ward; Collins, H. Thomas
Education for International Understanding: Assessment of Student and Institutional Performance and Identification of Obstacles in Exemplary Programs.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 137p.; Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Problems; *Administrator Attitudes; *Curriculum Development; Demonstration Programs; Elementary Secondary Education; *International Studies; National Surveys; Principals; Profiles; Program Descriptions; Program Design; Program Evaluation; Questionnaires
IDENTIFIERS- *Global Education

A study was undertaken in 1981-83 to document the nature and extent of international studies and global awareness programs in elementary and secondary schools in the United States. The study involved a national survey of 1,300 principals in which the administrators were asked to identify the most pressing needs and obstacles to program implementation. Needs cited included a clear, written definition of global education and lists of educational objectives appropriate for various grade of a strong institutional commitment for identifying external bridging needs and supplying appropriate responses, such as in the area of continuing education in a changing job environment and in the admissions process in order to attract more nontraditional students who may be in need of more up-to-date education. The report concludes with the observation that making the utilization of knowledge central to an institution's mission will allow it to move more centrally (and more usefully) into society rather than remain on the periphery. Contains five references. (GLR)

ED 351 904 HE 025 959

Kanter, Sandra
The Buck Stops Here: Outside Grants and the General Education Curriculum Change Process. Working Paper #9.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- Dec 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *College Curriculum; *Curriculum Development; *Educational Change; *Educational Finance; Federal Aid; Financial Support; *General Education; Higher Education; School Funds; State Aid

This essay describes the general education curriculum in six New England institutions who had received funding from foundations or government agencies to assist them in reforming such curricula. It is an examination of the importance of outside funds in the process of designing and implementing major changes in the general education curriculum. It explores when outside funds are most helpful and how institutions and funding agencies can improve the change process. Results of the site visits indicate that a careful infusion of outside money in the early stages of design can have a beneficial effect on the outcome. However, institutions are naturally more skillful at designing change than executing it, therefore, they and the funding agencies need to focus more of their energy on better implementation practice. The essay suggests that a critical function before beginning any curricular change is to ensure that: (1) the goals and change process are realistic and sensitive to the culture of the campus; (2) they are compatible with the institution's environment; (3) they are capable of being supported by faculty and key administrators; (4) the funding is adequate; and (5) the faculty is prepared for the changes. Contains three references. (GLR)

ED 351 905 HE 025 960

Hillman, Robert V.; Johnson, Beth A.
Collective Bargaining in Higher Education and the Professions. Bibliography No. 18.
PUB DATE- Jan 90
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Administration; *Collective Bargaining; College Faculty; *Employer Employee Relationship; *Faculty College Relationship; Higher Education; *Information Sources; *Labor Relations; *Professional Occupations; Professional Personnel; Publications; Research

Relocation; Unions
IDENTIFIERS- *Europe; *European Economic Community; France; Germany; Italy; Spain; United Kingdom

A survey conducted in France, Germany, Italy, Spain, and the United Kingdom analyzed employment practices and viewpoints of the social partners regarding comparability of qualifications and geographical mobility. Carried out in late 1991 with a limited sampling of respondents (firms, employers' organizations, and unions), the survey focused specifically on three sectors: banking, electronics, and tourism/hotels. The consensus was that the level of mobility was low and could not be expected to increase. Where it existed, worker mobility involved those at the extremes of the skills ladder. Instances were difficult to find in small and medium-sized enterprises. The hotel and catering trade was the only sector where mobility was widespread and not limited to managerial personnel. The main obstacles to international mobility were cultural. These firm practices were identified: the majority of foreign managers were employed on loan from another company in the group and an academic degree was a significant criterion only for the recruitment of beginners. Firms and employers' organizations were aware of the problem of recognizing qualifications. The following conclusions were drawn: voluntary mobility should be facilitated; respondents had reservations about evaluation and comparison of qualifications; evaluation of acquired skills needed to be studied; and respondents saw a need for various kinds of information and exchanges rather than for tools aimed at harmonization and formal comparability. (YLB)

ED 351 443 CE 062 066

Haworth, David; Browne, Geoff
Key Competencies. Second Edition.
PUB DATE- Jun 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Basic Skills; Behavioral Objectives; Comparative Analysis; *Competence; *Competency Based Education; Educational Needs; *Job Skills; Job Training; Models; Postsecondary Education; Secondary Education; *Thinking Skills; Vocational Education

Key competencies (or generic skills) have been specified in four sources: Further Education Unit (FEU), United Kingdom (1987); Finn Report (1991) and Mayer Committee (1992), Australia; U.S. Labor Secretary's Commission on Achieving Necessary Skills (SCANS) (June 1991); and Butterworth and Lovell (1983), New South Wales. A comparison of the four sources shows that each has elements in common and some that are different. Both SCANS and Butterworth/Lovell have based their development on empirical investigation and adjusted the data on the basis of a foundation of educational knowledge and practice. The FEU has had more experience in applying findings in curriculum design. A suggested composite model of key competencies adopts the SCANS concept of dividing key competencies into foundation skills and key competencies. Key competencies are recommended for use in a number of areas: work analyses, skills audits, curriculum design, development of teaching/learning strategies, assessment of learning and prior learning, and preparation for entry to the work force. Characteristics of a competency-based strategies, individual rights, nutrition, transportation, and selecting and furnishing a place to live. (KC)

ED 351 462　　CE 062 192

Connecticut Business Education Curriculum Guide.
SPONS. AGENCY- Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
PUB DATE- 10 Jun 91
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Behavioral Objectives; Bookkeeping; *Business Education; Career Development; *Competence; Competency Based Education; *Core Curriculum; *Course Content; Course Descriptions; Educational Philosophy; Educational Policy; Educational Resources; Entrepreneurship; High Schools; *Integrated Curriculum; Learning Activities; Occupational Information; State Curriculum Guides; Student Organizations; *Teaching Methods; Vocational Education; Word Processing
IDENTIFIERS- *Connecticut; Future Business Leaders of America

This comprehensive curriculum guide was developed to enable business education teachers and administrators in Connecticut to update and upgrade their curricula, with emphasis on and information about cross credits, technology preparation (Tech Prep 2   2), interdisciplinary teaching, and global economics interdependence study. Preliminary materials in the guide provide the following information: the state's business education philosophy, mission and goals; areas of study; 25 objectives and competencies; the relation between business education and Connecticut's Common Core of Learning; scope and sequence of courses; requirements for Connecticut business education certification; and state policy on vocational education quality. The main part of the guide outlines the curriculum for business education in four main areas: business technology, information processing, mathematics, and social business. It also provides information on cooperative work experience, Tech Prep 2   2, Future Business Leaders of America, and international business education. For each course in the four major areas, the following information is included: sequence, course objectives, software and hardware requirements, teaching suggestions, benefits, cross credit information, introduction, goals, student competencies related to the state Common Core, an outline of course content, evaluation methods, suggested teacher and student activities, career opportunities, and resources. (KC)

ED 351 463　　CE 062 193

Hayes, Pamela; And Others
Vocational Assessment of Secondary Special Needs Students.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Apr 88
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Economically Disadvantaged; Educationally Disadvantaged; *Evaluation Methods; Evaluation Utilization; Federal Legislation; Measures (Individuals); Models; Resources;

listed in the following categories: program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, general background literature concerning at-risk students, and educational reform. In addition to a description, each entry contains price and contact information. (CML)

ED 351 483 CE 062 238

Collaborating To Improve Vocational Program Effectiveness for Special Population. Annotated Resource List.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; *Cooperative Programs; Disabilities; Educational Cooperation; Job Training; Limited English Speaking; Postsecondary Education; *Program Effectiveness; *School Business Relationship; School Community Relationship; Secondary Education; Shared Resources and Services; *Special Needs Students; Special Programs; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *Job Training Partnership Act 1982

This annotated resource list supports coordination and collaboration between vocational and JTPA (Job Training Partnership Act) programs to increase the effectiveness of programs serving special needs populations. Nineteen publications, six programs, and four organizations are described. The items listed were published during 1988-1991. In addition to a description, each entry contains price and contact information. (CML)

ED 351 484 CE 062 239

School-Business Partnerships. Annotated Resource List.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; *Cooperative Programs; Corporate Support; Disabilities; Educational Cooperation; Institutional Cooperation; Limited English Speaking; Postsecondary Education; Private Financial Support; Program Effectiveness; *School Business Relationship; School Community Relationship; Secondary Education; *Shared Resources and Services; *Special Needs Students; Special Programs; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *Partnerships in Education

This annotated resource list describing 20 publications, 2 public/private initiatives, 6 information centers, and 5 public/private organizations is intended to help forge new partnerships between vocational education and businesses to serve special populations. The items listed were published during 1988-1992. In addition to a description of the publication, initiative, or organization, each entry includes price and contact information. (CML) most of the courses. The following recommendations were made: (1) Louisiana teachers should continue to incorporate additional math-related objectives and instructional materials into their courses; (2) math-related course content should be made readily identifiable in curriculum guides; (3) educational administrators should recognize that math concepts and skills are being taught and reinforced in industrial arts-technology education courses and they should not eliminate vocational education courses to make room for required math programs. (The document contains a list of math competencies taught, report of hours spent on each competency in each of the courses, and eight references.) (CML)

ED 351 503 CE 062 271

Owens, James R.
Principles of Technology: University Infusion. Vocational Education Research.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 15 Dec 89
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Credits; *College Programs; Core Curriculum; Course Content; *Course Descriptions; *Credit Courses; *Curriculum Development; *Educational Improvement; Educational Planning; Higher Education; Statewide Planning; Teacher Education; *Technical Education; Technology
IDENTIFIERS- *Principles of Technology

A study sought to determine the extent and scope of courses in principles of technology being taught on the university level in the United States, especially in preservice teacher education programs. Data were gathered through mailed questionnaires, with 144 universities (59 percent of those queried) replying. Some of the findings of the survey are the following: (1) half the universities stated that an introductory technology course was required of undergraduate students for a degree; (2) the course title varied greatly among respondents, with "Technology and Society" and "Principles of Technology" cited most frequently (23 percent); (3) the colleges in which the courses were taught were technology and education; (4) more than half the universities responding said that the course was 3 hours of lecture, and some included a 2-4 hour laboratory; (5) 71 percent of the universities had no prerequisites for the course; and (6) most courses enrolled 21-30 students. Based on analysis of the survey responses, recommendations were made to incorporate a "Principles of Technology" course into the Southeastern Louisiana University degree program for at least 3 hours in freshman year. It was also proposed that the International Technology Education Association design a model curriculum for such a course. (Appendixes to the report include the survey questionnaire and letters of transmittal.) (KC)

ED 351 504 CE 062 272

Owens, James R.
Survey and Compilation of Local Application Plan's Assessed Needs. Vocational Education Research.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 16 Sep 91

general, area vocational-technical school, and high school vocational. A survey questionnaire was mailed to all 2,490 graduates; 34 percent were returned. Findings were as follows: only the academic area increased in enrollment; enrollment in the academic and AVTS areas reversed, with the AVTS enrollment plummeting 40 percent; students evidenced a strong degree of satisfaction with the education received; students evidenced little overall mobility, with over 66 percent continuing to reside in the same district; individual student curriculum was a poor predictor of postsecondary employment status; the majority selected four-year colleges as their program of choice; the majority entering postsecondary education tended to remain with their program; employer-operated, formal on-the-job training of new employees affected only 17.88 percent; the majority of those working were satisfied with employment; and 60.86 percent felt their school programs were "not related" to their occupations. A need for job placement activities was identified. (The 28-page narrative is followed by 54 charts and 45 graphs that illustrate survey findings.) (YLB)

ED 351 521 CE 062 332

Skill Needs and Training Strategies in the Wisconsin Printing Industry.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Mar 92
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *Demand Occupations; Educational Improvement; *Educational Needs; Emerging Occupations; Employer Attitudes; Entry Workers; *Job Skills; *Labor Needs; On the Job Training; *Printing; State Programs; Technical Education; Two Year Colleges
IDENTIFIERS- *Wisconsin

A study examined the emerging skill needs in the Wisconsin printing industry, a key industry that provided the largest increase (more than 13,000 new jobs) in manufacturing employment in the state in the past decade. Eighteen interviews were conducted with industry personnel and production managers, union representatives, technical college instructors, and industry-affiliated associations; and a mail survey was administered to a random sample of 232 printing firms throughout the state (with 89 questionnaires returned) to gather information related to industrial structure, skill needs, and training activity. The study found that printing firms are facing strong pressures to adopt new computer-based technologies, to speed up work, and to create higher quality work. As a result, skill requirements have increased for production workers. The supply of skilled labor was seen as inadequate, and in-house training programs for workers ranged from none to elaborate efforts. The following recommendations were made to address the emerging skill needs of the Wisconsin printing industry: (1) expand enrollments in graphic arts programs in technical colleges; (2) institute cooperative training programs; (3) focus on providing high-level general occupational training; (4) focus on meeting the needs of medium-sized full-service printers and trade shops; (5) implement more extensive faculty internship programs; (6) make better use of innovations in training technologies, existing resources, and training programs; and (7) appoint a central advisory committee to coordinate curricular decisions. (The report includes 30

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *High School Equivalency Programs; *Process Education; Teaching Methods; *Whole Language Approach; Writing Improvement; *Writing Instruction; Writing Skills; *Writing Strategies
IDENTIFIERS- 353 Project; General Educational Development Tests

Based on a teacher's 14 years of experience in teaching writing, this manual was developed to help General Educational Development (GED) teachers to guide adults to improve their writing ability in preparation for the GED test. The manual is organized in four sections. The first section is a discussion of frequent concerns and problems that writing teachers have. These concerns are based on interviews with GED teachers, research, and the author's experience. The second section is an overview of the process approach to writing, and the third section is a summary of the whole language approach to literacy education and its implications for writing. Both the second and third sections begin with a general overview of the technique, proceed with some comments from those in the research field who have knowledge of the techniques, go on to describe a strategy for implementing the approach in the classroom, and conclude with a personal reflection of the author's experience with each approach. The fourth section provides practical activities and ideas for teachers of writing. A bibliography contains 34 references to trade books, textbooks, and journal articles, and an appendix contains teacher-made materials on writing instruction. (KC)

ED 351 539 CE 062 395

Sutcliffe, Jeannie
Integration for Adults with Learning Difficulties: Contexts and Debates.
PUB DATE- 92
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Agency Cooperation; *Continuing Education; Cooperative Planning; Educational Cooperation; Learning Problems; *Mainstreaming; *Mild Mental Retardation; *Regular and Special Education Relationship; School Community Relationship; *Special Needs Students
IDENTIFIERS- *England; *Wales

This guide for practitioners has the following aims: to outline the debate about integrated learning for adults with learning difficulties in continuing education programs; to provide examples of integration in action drawn from a range of settings in continuing education in England and Wales; and to encourage practitioners to develop similar programs. Chapter 1 outlines the arguments for and against integration. Chapter 2 lists barriers to integration. Chapters 3-9 describe sample programs, including the following: (1) one that links five colleges (Bournville, Gateshead, Langley, Wrexham, and Chippenham Colleges); (2) two that pair adults with learning difficulties with volunteer "regular" adult continuing education students with similar interests; (3) the Studylink Project in Liverpool, which mainstreams adults with profound learning difficulties into "regular" vocational classes, providing one-to-one support where needed; (4) a program in Lowestoft made possible by collaboration between the social services department and a college; (5) the summer school for the changing educational attainment of U.S. workers, the shifts in the demographic composition of the labor force and in the very conditions and expectations of the workplace have made the task of efficient use of labor a growing challenge for U.S. employers. The cognitive requirements of a changing mix of jobs in the economy have increased. The educational attainment of the work force is also increasing. Projections for the future indicate a growth in the service sectors, but in highly technical and cognitively complex occupations in such areas as health care, financial services, and education. The increasingly global nature of economic transactions will also require substantially greater knowledge of cultures and languages than people have developed in the past. The labor market outcomes of individuals will be increasingly related to their educational attainment and the quality of the education they received. This involves not only their preemployment preparation, but also the continuing investments that individuals and their employers make after careers begin. Employers will be challenged to make changes in working practices, including restructuring of occupational definitions, worker involvement in decision making, and new or improved opportunities for training. (YLB)

ED 351 556 CE 062 422

Ashenfelter, Orley
How Convincing Is the Evidence Linking Education and Income?
PUB DATE- 91
NOTE- 23p.; Fourth Annual George Seltzer Distinguished Lecture.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Academic Achievement; *Educational Attainment; *Educational Benefits; *Educational Status Comparison; Education Work Relationship; Family Characteristics; *Income; Research Methodology; Salary Wage Differentials; Vocational Education

Recent research has studied the link between schooling and income. Evidence indicates the strong relationship found between level of education and lifetime earnings levels. Labor economists have designed studies and measured educational outcomes to differentiate between earnings associated with innate ability and earnings associated with investments in education. A series of studies to control ability using intrafamily measures, including surveys of fathers, sons, brothers, and twins attending an annual convention of twins, helps to identify the relatively robust finding that returns to education average around 10 percent. Other "natural" experiments using time of year of birth and compulsory school attendance laws and draft lottery numbers from the Vietnam War era also shed light on the magnitude of educational effects and support the 10 percent figure. (Appendixes include eight footnotes and three figures.) (YLB)

ED 351 557 CE 062 424

Entering the Roofing and Waterproofing Industry. Roofing Workbook and Tests.
PUB DATE- 91
NOTE- 98p.; For related documents, see ED 203 139, ED 212 816, ED 215 211-212, and ED 219 595-596.
LANGUAGE- English

Probationer Training: Resistance to Writing as an Aid to Reflection in Experiential Learning" (Bartrop). Section 4 focuses on experiential learning processes from a variety of different perspectives: "Adventure-Based Experiential Learning" (Richards); "In the Midst of Experience: Developing a Model to Aid Learners and Facilitators" (Boud, Walker); "Reflection and Empowerment in the Professional Development of Adult Educators" (Knights); "Internal Processors in Experiential Learning" (Mulligan); "Creative Capability and Experiential Learning" (Henry); and "Suggestopedia: Way of Learning for the 21st Century" (Hooper-Hansen). Section 5 presents examples of teaching and facilitation methods for experience-based learning: "Learning Contracts: How They Can Be Used in Work-Based Learning" (Marshall, Mill); "Learning Experiences for Professional Reality and Responsibility" (Anderson, McMillan); "Experiential Learning Approach to Developing Clinical Reasoning Skills" (Higgs); "Task and Reflection in Learning to Learn" (Anderson); and "Encouraging Experiential Learning: Lessons from the 16-18 Curriculum Enrichment Programme" (Taylor). A subject index is provided. (YLB)

ED 351 575   CE 062 461

Neely, Margery A.
Quality Interviews with Adult Students and Trainees. A Communications Course in Student Personnel and In-Service Training.
PUB DATE- 92
NOTE- 362p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accountability; Adult Education; Communication Skills; Conflict Resolution; Counseling Techniques; *Employment Interviews; Ethics; Higher Education; Integrity; Interpersonal Communication; *Interviews; Measures (Individuals); *Operations Research; Personnel Evaluation; Personnel Selection; *Quality Control; *Questioning Techniques; Stress Management; Student Personnel Services; *Student Personnel Workers; Student Placement; Time Management

This book has the following objectives: (1) to sharpen the skills of interviewers to increase the quality of the interview process used with diverse populations; (2) to describe the dynamics of the occupations that use a brief interview in the education and training service-producing industry; and (3) to provide measurement for statistical process control. The first chapter covers quality and interviewing, including interviewers, quality and productivity, unbiased intergroup contact, total system quality, and statistical process control. Chapter 2 addresses quality design and influential power, including education and training services, quality and mutual influence, quality design, the dynamics of cooperative interdependence, sources of influence, quality of integrity, quality of consistency, quality of client satisfaction, and quality of timeliness. Chapter 3 covers the development attributes. The subject of chapter 4 is verbal following styles, including learning and problem-solving styles and attributes. Chapter 5 covers interaction attributes, including process and productivity, communication processes, and attributes. Chapter 6 addresses attributes in analyzing client clues, including quality control, students and trainees, world views, and attributes. Chapter 7 deals with systematic thought

County Community College (New Jersey) and its partners. Designed to help employees improve their use of time on the job, this time management course explains how to establish priorities and control time usage. The materials for the 3-hour course include a course outline, objectives, a topical outline, and the following information sheets: control of time, self-assessment inventory for improving time management, setting priorities, establishing priorities, essentials of planning, prime time, external and internal time wasters, self-generated time wasters, using time productively, 10 ways to slow down and gain time, quiet time, and managing a heavy workload. (KC)

ED 351 597 CE 062 499

Test-Taking Tips.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 24p.; For related documents, see CE 062 480-501.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Adult Literacy; *Employment Potential; Guessing (Tests); *Job Skills; Literacy Education; Mathematics Tests; Objective Tests; Open Book Tests; *Skill Development; Standardized Tests; *Study Skills; Teacher Made Tests; Test Anxiety; *Test Wiseness; Verbal Tests
IDENTIFIERS- *Workplace Literacy

This document is one of a series of student workbooks developed for workplace skill development courses or workshops by Mercer County Community College (New Jersey) and its partners. Designed to help employees who must take certification examinations for job retention and promotion, this test-taking tips course aims to help employees to use strategies that will improve their scores on tests. The materials for the 4-hour course include a course outline, a topical outline, a sample examination on material safety data sheets, and the following information sheets: before-the-test study strategies; curbing before-the-test worry; what to do in the test room; how to do your best on any kind of test; strategies for multiple choice, true/false, matching, verbal analogy, short answer, fill-in-the-blank, vocabulary, number problem, mathematics or figure series, reading comprehension, essay, identify and explain, oral, open-book, and take-home examinations; and most-used examination direction words. (KC)

ED 351 598 CE 062 500

Winning Telephone Tips.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 18p.; For related documents, see CE 062 480-501.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Adult Literacy; Business Communication; *Business Skills; Communication Skills; Daily Living Skills; *Employment Potential; Hospital Personnel; *Job Skills; Literacy Education; Office Practice; *Skill Development; *Telephone Usage Instruction
IDENTIFIERS- *Workplace Literacy

*Investment; Learning Activities; Mathematics; *Money Management; Postsecondary Education; Secondary Education; Teaching Guides; Tests; Two Year Colleges
IDENTIFIERS- *Fraud

Designed for teachers in high schools and adult education settings, this guide provides accurate and objective information for teaching basic personal financial planning, saving, and investing. It can be the framework for a short course or a supplement to existing high school or community college courses in mathematics, home economics, business education, economics, and personal finance. The six units each begin with a topic outline and contain learning objectives, background information for teachers and students, suggested activities, overhead transparency masters, student handouts and worksheets, additional resources, and a unit test and key. Unit topics are as follows: (1) financial decisions; (2) how financial markets work; (3) investment choices; (4) investment information; (5) investment fraud; and (6) ethics and fraud. The appendix includes sources of additional information and assistance and a glossary of terms. (YLB)

ED 351 616 CG 024 616

Onken, Lisa Simon; Blaine, Jack D.
Psychotherapy and Counseling in the Treatment of Drug Abuse Technical Review (Rockville, Maryland, May 18-19, 1989). National Institute on Drug Abuse Research Monograph Series 104.
PUB DATE- 90
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Counseling Techniques; *Drug Abuse; *Drug Addiction; *Drug Rehabilitation; *Psychotherapy; Research Methodology; Substance Abuse

This monograph is based on the papers from a technical review. These papers are included: (1) Psychotherapy and Counseling Research in Drug Abuse Treatment: Questions, Problems, and Solutions (Lisa Onken, Jack Blaine); (2) Psychotherapy and Counseling for Methadone-Maintained Opiate Addicts: Results of Research Studies (George Woody, A. T. McLellan, Lester Luborsky, Charles O'Brien); (3) Crack and Cocaine Abusers in Outpatient Psychotherapy (Paula Kleinman, George Woody, Thomas Todd, Robert Millman, Sung-Yeon Kang, Jack Kemp, Douglas Lipton); (5) Therapist Effects in the Treatment of Drug Dependence: Implications for Conducting Comparative Treatment Studies (Paul Crits-Christoph, Katherine Beebe, Mary Beth Connolly); (6) Control Groups and Comparison Groups in Psychotherapy Outcome Research (T. D. Borkovec); (7) Attrition in Substance Abuse Comparative Treatment Research: The Illusion of Randomization (Kenneth Howard, W. M. Cox, Stephen Saunders); (8) Conceptualizing and Selecting Measures of Treatment Outcome: Implications for Drug Abuse Outcome Studies (Michael Lambert); (9) Can a Technology Model of Psychotherapy Research Be Applied to Cocaine Abuse Treatment? (Kathleen Carroll, Bruce Rounsaville); (10) Methodology: What Are the Design Issues Involved in the Defined Research Priorities? (Larry Beutler); and (11) Research Priorities for Psychotherapy and Counseling in the Treatment of Drug Abuse: The Psychotherapy Research Perspective (Perry London). (ABL)

ED 351 617 CG 024 617

Everything You Always Wanted To Know about Being a Counselor in world oriented goal when working with students; and (6) the external psychologist has the opportunity to provide full-time staff with objective input related to the psychological well-being of students. In the summary these disadvantages of employing external psychologists are given: clients can more readily manipulate external psychologists; residents have a tendency to view external psychologists as more sympathetic to their needs; the possibility exists for a lack of a clear definition on the part of the institutional staff concerning the external psychologist's role; external psychologists may experience the frustration of being relatively ineffective in implementing changes in institutional policies; and the expectations and demands for the external/consulting psychologist to be diverse and multiply competent is potentially unrealistic. (ABL)

ED 351 636 CG 024 637

"Helping Communities To Help Themselves." Twenty 1989 Exemplary Prevention Programs for Preventing Alcohol and Other Drug Abuse. Project Summaries.
PUB DATE- Mar 89
NOTE- 51p.; For 1991 report, see CG 024 638.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Alcohol Abuse; *Drug Abuse; Elementary School Students; Elementary Secondary Education; *Prevention; Secondary School Students; *Substance Abuse
IDENTIFIERS- Fetal Alcohol Syndrome

Twenty exemplary substance abuse prevention programs are presented in this document. These programs are included: (1) Tuba City, Arizona, Fetal Alcohol Syndrome (FAS) Prevention Program; (2) Chemical Addiction Course, University of Arkansas; (3) "Teens Are Concerned" of Arkansas; (4) "Dare to be You of Colorado"; (5) Winyan Was'aka, Denver, Colorado; (6) COPE of Brevard County, Florida; (7) Rock Island County Council on Alcholism (RICCA) Prevention Services, Illinois; (8) 4-H CARES of Kansas; (9) the COPES Prevention Program, Kentucky; (10) Peer Leader Program--Community Leadership Institute (CLIME) of Maine; (11) Roxbury, Massachusetts, Substance Abuse Prevention Program; (12) BABES Curricula, Detroit, Michigan; (13) Fetal Alcohol Syndrome (FAS) Prevention Program, Lincoln, Nebraska; (14) Project Connect, New York; (15) Women's Alcohol and Drug Education Project, New York; (16) Citizens Against Substance Abuse (CASA), Cincinnati, Ohio; (17) Licking County, Ohio, Alcoholism Prevention Program; (18) Austin, Texas, "Adventure Alternatives" Program; (19) Appleton, Wisconsin, School District Prevention Program; and (20) Ozaukee County, Wisconsin, Prevention Consortium. Criteria and procedures for selecting the programs are described. Project advisory committee members are listed. (ABL)

ED 351 637 CG 024 638

Prevention in Action. 1991 Exemplary Alcohol and Other Drug Prevention Programs.
PUB DATE- 91
NOTE- 24p.; For 1989 report see CG 024 637. In cooperation with the National Prevention Network.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Family Life; *Family Violence; High Schools; High School Students; *Marriage; Personal Autonomy; *Power Structure; Sex Differences; *Student Attitudes

A characteristic common to differing forms of violence within families is the abuse of power. This study explored adolescents' understandings of power and control in marital relationships. Adolescents' reports of witnessing conflict and violence between their own parents were also considered as a context within which beliefs about power and attitudes toward women develop. Three questionnaires designed to explore adolescents' beliefs about power in marital relationships, their attitudes toward women, and their reports of violence between their parents, were completed by 353 high school students. Females reported more egalitarian beliefs about the exercise of power in marital relationships. Females recalled a level of violence within their homes that was significantly higher than that reported by males. Neither female nor male subjects reported significant differences in the frequency with which aggression, verbal or physical, was perpetrated by their fathers compared with their mothers. Both female and male students strongly rejected the exercise of physical power within marital relationships. The modest relations between male adolescents' reports of witnessing violence between their parents and their own attitudes about exercise of power in the marital relationship may also reflect complexity, not only in the sources of attitudes about power but also in the consequences of witnessing violence. Exploring such complexities will be valuable not only because of their intrinsic interest, but also because of their critically important implications for so many children and families. (ABL)

ED 351 656 CG 024 659

Schneider, Charlene Kamin; Stiles, William B.
Women's Experiences of Depression: Their Lessons for Us.
PUB DATE- 14 Aug 92
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Depression (Psychology); *Females; Interviews; Qualitative Research

In this study of depression four women who had previously received a diagnosis of depression were interviewed. From their interviews a chronological retelling of their stories was written, a thematic analysis, an examination of the themes of theoretical explanations of the gender difference in the incidence of depression, and an interpretation of the meaning of each woman's story and themes. The manuscript of each woman's story was sent to her for review, asking her to pay particular attention to how well the story fit or did not fit her experience of depression. Each woman was interviewed a second time, allowing her to collaborate in the telling and interpretation of her story, as well as enabling the researcher to gain a clearer understanding of her theme. Commonalities in all four women's experiences, themes, interpretations, and

Tennessee, Knoxville, and a transition course for transfer students at Alverno College in Wisconsin were refocused from teacher assessment of students' products to student self-assessment, understood as both process and product. Students were asked to: (1) tell an initial story about an experience of learning; (2) provide vignettes of their experiences in preparing assessments or exercises in the course; (3) tell their stories as learners based on these materials and other experiences; and (4) compare their own stories as learners with either the film "Educating Rita" or the novel "The Chosen." The teachers of these courses found time and again that what the students said in their own words was compelling. Many of the students' stories showed that what they learned about was learning about themselves as learners, in different disciplinary or curricular contexts. As students came to reflect on and assess their learning strategies, the teachers found themselves challenged to do the same as teachers. (A figure representing the connectionism, dynamism, and interaction of the project is included; 19 references and examples of each of the 4 types of student-generated stories are attached.) (RS)

ED 351 676 CS 213 518

Jolliffe, Lee
Persuasive Elements of 100 Successful Magazine Query Letters.
PUB DATE- Aug 92
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Discourse Analysis; Editors; Higher Education; Language Role; *Letters (Correspondence); *Persuasive Discourse; Writing Improvement
IDENTIFIERS- Historical Background; Rhetorical Strategies; *Text Factors; *Writing Contexts

Building from scholarly works on persuasion and compliance-gaining, a study investigated magazine query letters that attempt to persuade an editor to buy the article offered, examining what message elements make them successful. Forty magazine editors provided copies of 100 recently accepted magazine query letters, which were compared with 50 rejected queries. The first 100 words of each of the letters were coded using measures from previous research. Results showed that several time-honored techniques were not confirmed as useful: readability, use of proximity words, and use of metaphors failed to provoke a positive response in editors. The most significant differences separating successful from unsuccessful letters were the use of concrete/senses words, as well as vividness and cohesion of the text. Others factors in successful letters included greater human interest and vocabulary diversity, more realistic sentences, and use of an opening narrative. A successful freelancer will thus construct a query letter that includes these elements: a story, with several individual characters, told in concrete terms with varied language and with care to maintain a sense of flow by use of cohesive devices that refer back to people and things previously mentioned in the text. (Fifty-one notes which comprise about half the document are included.) (SR)

ED 351 677 CS 213 520

not only likes the concept of voice, but at times even seems obsessed with it. The notion of heteroglossia suggests a diversity of discourses or voices, and denies the structural or reified version of language. An examination of a paper written by a college freshman demonstrates not only the typical "English paper voice" but also dramatic shifts in voice which reflect culturally encoded communications. In particular, at paragraph 5, the voice completely shifts to a more idiomatic and colloquial stance toward the audience. In short, this paper asks the reader to pose a number of questions concerning the teaching of voice in the composition classroom. Writing instructors must consider whether they want papers emerging strictly from a single voice, or if such manifestations of "heteroglossia" are to be discussed, allowed in student work, and/or valued. (A copy of one student essay is attached.) (HB)

ED 351 696 CS 213 597

McLaughlin, Patrick
The Need for Self-Consciousness in Theorizing and Teaching: The Role of the New Teacher Preparation Programs in Graduate Studies of the 90s.
PUB DATE- Mar 92
NOTE- 10p.; Paper presented at the Annual Conference of the College English Association (23rd, Pittsburgh, PA, March 27-29, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; College English; Graduate Students; *Graduate Study; Higher Education; Multicultural Education; Professors; *Teacher Education
IDENTIFIERS- *English Teachers; *Indiana University of Pennsylvania; Literary Theory

Considering today's ever-increasing multicultural classroom environment, English teacher preparation programs at the doctoral level should revamp their curricula with regard for this diversity. New teacher education programs, such as the one presently being offered at Indiana University of Pennsylvania, are providing the impetus for new ways of looking at classroom issues. One component of the program is the initial requirement of two units of literary theory for incoming doctoral students, the aim of which, besides orienting students to historical modes of criticism, is to re-orient students to a multicultural teaching environment. The second component is a new course entitled "Teaching College Literature." This course seeks to raise some important questions and investigate the tacit assumptions underlying the standard approaches and curricula. An example of course topics is the issue of class observation, with emphasis on why this standard procedure is useful and how it should be viewed, aided theoretically by selections from the phenomenology of Edmund Husserl. Generally, readings for the course were varied, and participants discussed a wide range of issues, with the objective of articulating their intentions as future and current practitioners in the field. The course also utilized a practical, "hands-on" approach by modeling classroom activities. Problems of textbook selection, writing syllabi, developing a vita, and finding a job were broached. In short, such a practical, "nuts and bolts" approach is just what current graduate students need. (HB)

Applied to Campus Harassment Codes.
PUB DATE- Aug 92
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Campuses; College Environment; *Court Litigation; *Freedom of Speech; *Higher Education; *Legal Problems; Racial Relations; Student Behavior
IDENTIFIERS- Communication Behavior; First Amendment; *Offensive Speech; *Speech Restrictions (Colleges)

This paper analyzes how absolutist arguments against campus harassment codes violate the spirit of the first amendment, examining in particular the United States Supreme Court ruling in "RAV v. St. Paul." The paper begins by tracing the current development of first amendment doctrine, analyzing its inadequacy in the campus hate speech debate. Next, the paper examines 22 law-review articles written in 1990-91 on campus codes, analyzing the authors' various proposals for reconciling constitutional requirements for free speech and equal protection on campuses, and especially noting the philosophy underlying the authors' recommendations for limiting hate speech. The paper shows that most commentators approved of speech codes restricting one-on-one encounters aimed at intimidating individuals because of their race, sex or other suspect category, in contrast to the majority ruling in RAV. Finally, the paper attempts to analyze the RAV ruling's impact on campus speech codes and first amendment doctrine. One hundred and seventeen footnotes are included. (SR)

ED 351 716 CS 507 938

Eveslage, Thomas
The Federal Courts and Educational Policy: Paternalism, Political Correctness and Student Expression.
PUB DATE- Aug 92
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Court Litigation; Educational Philosophy; Educational Policy; Federal Courts; *Freedom of Speech; Higher Education; High Schools; *High School Students; *Legal Problems; Public Schools
IDENTIFIERS- *Educational Issues; *Political Correctness; Supreme Court

The focus of this paper is the extent to which the judiciary sets the tone for freedom of speech in educational environment, and in so doing, helps define educational institutions themselves. In particular, the paper examines what the federal courts have said about the roles and obligations of educators when dealing with the rights of public school and college students. The paper uses the current controversy regarding politically correct speech to contrast the federal judiciary's different approaches to free speech cases at the high school and college level, both in landmark cases and in recent rulings from the United States Supreme Court and from lower courts. It focuses

(055),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communication Skills; *Communicative Competence (Languages); Criterion Referenced Tests; *English (Second Language); Higher Education; *Intercultural Communication; Language Proficiency; Models; *Student Evaluation; Test Construction; Vocational Education
IDENTIFIERS- Communication Strategies; Golden West College CA; *Nonnative Speakers

This paper discusses assessing the oral communication skills of non-native speakers of English enrolled in pre-vocational programs at Golden West College (California), presents the locally developed assessment instrument, and discusses multicultural communication intervention strategies educators can use to empower students. The first part of the paper addresses the strengths and weaknesses of the Speaking Proficiency English Assessment Kit (SPEAK) and then discuses the construction of the ACCESS test (Assessment of Communication Competency and English Speaking Skills), which focuses on criterion-referenced vocation-specific speaking, listening, and critical thinking skills. The paper presents data from multiple administrations of both measures, concluding that the measures provide the resources with which the quantity and quality of collaborative interactions among persons of differing cultural backgrounds may be assessed, practiced, implemented, and equitably evaluated. The second part of the paper presents the ACCESS test in its entirety. The third part of the paper discusses the Multicultural Communication Competency Intervention Feedback model, that can be used to facilitate the acquisition of multicultural communication competency skills and English as a second language skills simultaneously. Four tables and four figures of data are included. (RS)

ED 351 735 CS 508 010

Min, Eung-Jun
Can Political Economy of Communication Be Incorporated with Cultural Studies in Postmodern Era?
PUB DATE- Nov 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cross Cultural Studies; *Cultural Context; *Culture; *Ideology; Marxian Analysis; *Mass Media; Media Research; *Social Class
IDENTIFIERS- *Bourdieu (Pierre); Intertextuality; Postmodernism; Theoretical Orientation

While not attempting to review and criticize the whole body of research of the French sociologist Pierre Bourdieu, this paper explores the applicability of his theory of culture to one of the critical theories of mass communication, namely cultural studies. The paper discusses political economy and Bourdieu's economic rationality and presents an overview of Bourdieu's sociology of culture. The paper compares the two theories within four concepts which are regarded as the central notions of cultural studies: culture, class, ideology, and intertextuality. The paper concludes that Bourdieu's sociology, especially the analysis of the relations between economic capital and cultural capital, would be a way of resolving the lack of political economic aspect of cultural studies. One hundred thirty-three references are attached. (RS)

Education; *High Risk Students; *School Restructuring; Special Needs Students

This paper addresses the problem of how school environments can be restructured to address the key requisites of cognitive development for all children. Following the problem statement, the second section discusses the historic concerns related to restructuring and the research underlying them--the roots of the cognitive revolution, the teaching-thinking movement, restructured learning environments, and the needs of at-risk students. Section 3 offers an indepth examination of how to build a restructured classroom environment, with a focus on its essential elements, curriculum, instruction, and assessment. Implications of this examination for at-risk students and their learning are discussed in the fourth section. The final section summarizes findings that demonstrate: (1) the importance of cognition for reform goals; (2) the need to provide at-risk students with the essential elements of a restructured classroom while recognizing the different abilities and backgrounds among them; and (3) the need to allow each learner to become self-regulatively inventive and capable of careful analysis. (Contains 281 references.) (LMI)

ED 351 756 EA 024 442

Wagenheim, Gary
TEAMS. Team Exercise for Action Management Skills: A Semester-Long Team-Management Simulation.
PUB DATE- 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; Cooperative Learning; *Group Dynamics; *Group Experience; Group Instruction; Group Unity; Higher Education; Leadership Training; Management Development; *Management Teams; *Organizational Communication; Self Directed Groups; Teamwork
IDENTIFIERS- *Team Exercise for Action Management Skills

A team-oriented approach is replacing the traditional management style in today's organizations. Because team management skills differ, they require different teaching methods. This paper describes an administrator education course designed to develop team management skills from an applied and behavioral viewpoint. Students participate in organizational teams who deal with real problems. Information on the course design, instructor guidelines, and group sessions is provided. Outcomes of the group experience include group cohesiveness and trust. The appendix contains a description of course requirements. (Contains 29 references.) (LMI)

ED 351 757 EA 024 444

Sashkin, Marshall; Egermeier, John
School Change Models and Processes: A Review and Synthesis of Research and Practice. Draft.
PUB DATE- Oct 92
NOTE- 47p.; For earlier draft, see ED 348 758.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational Improvement; Educational Innovation; *Educational Research;

Kemmerer, Frances; Thiagarajan, Sivasailam
Teacher Incentive Systems, Final Report. Policy Research Initiative: Haiti, Liberia, Somalia, Yemen Arab Republic.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- May 89
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Developing Nations; Elementary Secondary Education; Foreign Countries; *Incentives; Job Satisfaction; Quality of Working Life; Teacher Attitudes; *Teacher Motivation; Teacher Salaries; *Teacher Welfare; *Teaching (Occupation); *Teaching Conditions
IDENTIFIERS- Haiti; Liberia; Somalia; Yemen

Findings of a study that examined the implementation of a teacher incentives initiative in four countries--Haiti, Liberia, Somalia, and Yemen--are presented in this paper. The countries are participating in a 10-year initiative founded in 1984, Improving the Efficiency of Educational Systems (IEES). Methodology involved interviews with approximately 200 primary teachers and small samples of former primary and secondary teachers in each country. Teacher trainees in Liberia and headmasters in Somalia were also interviewed. Findings from each country are presented in individual sections. The lessons learned fell into two categories: fiscal and managerial. Fiscal concerns involved local budgeting and the transfer of funds, while managerial problems centered on confusion of goals and lack of technical support. Recommendations are made for remedying each problem. Three figures are included. Appendices contain an outline of the status review on primary teacher initiatives, the coding and analysis of the survey data, and the teacher interview protocols. (LMI)

ED 351 779 EA 024 469

Noel, Kent L.
Botswana Junior Secondary Education Improvement Project (JSEIP), 1985-1991. Final Report: Project Summary and Lessons Learned.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.
PUB DATE- Dec 91
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; Developing Nations; *Educational Change; *Educational Improvement; Foreign Countries; *Instructional Development; Instructional Materials; *Junior High Schools; Material Development; Program Development; *Systems Development
IDENTIFIERS- *Botswana

Outcomes of the Junior Secondary Education Improvement Project (JSEIP), implemented in Botswana during 1985-91, are presented in this final report. The project's purpose was to help the Botswana government expand its 7-year basic education program (primary) to 9 years (primary and junior secondary). The first and second sections provide the context for the report, and the third section offers an overview of the project's purposes and goals. Section 4 describes how the project applies to Botswana's educational goals. Ways in which the instructional systems design (ISD) approach has been adapted to the country's

Exiting Superintendent Phenomenon.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Board Administrator Relationship; Career Change; Elementary Secondary Education; *Employment Patterns; Employment Projections; *Labor Turnover; *Persistence; *Superintendents

Findings of a study that examined the exiting superintendent phenomenon are presented in this paper. Interviews were conducted with five state administrator association executives from California, Massachusetts, Florida, Colorado, and Indiana. Findings indicate that a trend of exiting superintendents does exist; however, the trend varies by state. The most common problems faced by superintendents involve finances or the stress of interacting with various groups, particularly school boards. There is a strong possibility that the numbers of exiting superintendents could rise dramatically. Eight recommendations are made for further study questions and research design. (Contains 17 references.) (LMI)

ED 351 800 EA 024 493

Sokoloff, Harris; Fagan, John
Restructuring for Collaboration: A Case Study of School-Based/University-Based Collaboration.
PUB DATE- Feb 92
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Diego, CA, February 21-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; *College School Cooperation; *Collegiality; *Educational Quality; Elementary Secondary Education; Instructional Improvement; *Interprofessional Relationship; *Organizational Development; Participative Decision Making; School Based Management; *School Restructuring
IDENTIFIERS- Partnerships in Education

A case study of a school district/university partnership for school restructuring is described in this paper. The collaborative effort focused on improving educational quality rather than changing the organizational structure; the goal was to turn all relationships within the school into learning relationships. The partnership focused on the core tasks of teaching and learning and changing the interaction among teaching professionals. Activities included the cultivation of both formal and informal leadership and the evolution of a new quasi-governance structure--a Change Council composed of district educational representatives who participated in university-led training sessions. The shift to a collaborative focus most strongly affected the role of the principal, who is in the middle between school-based and districtwide initiatives and between teachers and the superintendent. The principal's "middleness" may represent the most difficult challenge in restructuring relationships when shifting to a collaborative arrangement. (LMI)

Government, the Architectural and Transportation Barriers Compliance Board, enforcement of the Americans with Disabilities Act, nondiscrimination in federally assisted and conducted programs, and the Interagency Coordinating Council. Title VI is about the Projects with Industry program and the Supported Employment Services Program. Finally, Title VII provides funds for: the Comprehensive Services for Independent Living program, the Centers for Independent Living, Independent Living Services for Older Blind Individuals, and Protection and Advocacy of Individual Rights. Appendices comprising half the document present data from various reports required in the Act and regulations, including financial tables, caseload statistics, charts describing characteristics of rehabilitated persons, and client assistance program statistics. (DB)

ED 351 820 EC 301 647

Introducing Special Education as a Career. Organizational Kit for: High School Clubs of the Council for Exceptional Children.
PUB DATE- 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activities; *Career Exploration; *Clubs; *Disabilities; Fund Raising; High Schools; Organizational Development; Program Development; *Special Education; Volunteers
IDENTIFIERS- *Council for Exceptional Children

This organizational kit is intended to help high school clubs associated with the Council for Exceptional Children (CEC) get started in their mission of introducing students to careers in special education. Topics discussed include: getting started, association with CEC, setting goals for the high school club, CEC's belief statements, suggested activities and fundraising ideas, introducing students to careers in special education, club officer positions and job descriptions, club application and membership roster form, filling out the sample constitution and bylaws. Also included are a list of available resources from CEC, a reading list (17 items), and suggestions for what to do when meeting someone with a disability. (DB)

ED 351 821 EC 301 648

Stephens, Peggy; Rous, Beth
Project STEPS (Sequenced Transition to Education in the Public Schools). Facilitation Packet for the Development of a System for the Transition of Young Children and Their Families.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 92
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Compliance (Legal); *Disabilities; Family Involvement; Federal Legislation; Models; Needs Assessment; Policy Formation; Preschool Education; *Program Administration; Program Development; School Districts;

DESCRIPTORS- Adolescents; Child Development; Children; Elementary Secondary Education; Family Programs; Guidelines; *Health Needs; *Health Services; *Human Services; Infants; Preschool Education; Resources; Special Health Problems; *Spina Bifida; Youth

These guidelines were written to help families coordinate the health care that may be needed by a child with spina bifida. The booklet begins with general information about spina bifida. It then discusses the goals of health care, the health care team, the importance of periodic health care, and record keeping procedures. The child's health care needs, development, and educational needs are then examined by age, from birth to age 21. Family support and services are described, including advocacy, human services, schools, family support groups and networks, respite care, transportation, recreation, travel, and siblings. The booklet concludes with a glossary, a list of organizational (primarily in Minnesota) and printed resources for children with spina bifida, and a list of more general resources for children with special health care needs. (JDD)

ED 351 841 EC 301 668

Congenital Heart Disease: Guidelines of Care for Children with Special Health Care Needs.
PUB DATE- 90
NOTE- 41p.; For related documents, see ED 340 155-156 and EC 301 667.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Child Development; Children; *Congenital Impairments; Elementary Secondary Education; Family Programs; Guidelines; *Health Needs; *Health Services; *Heart Disorders; *Human Services; Infants; Parent Role; Preschool Education; Resources; Special Health Problems; Youth

These guidelines were written to help families coordinate the health care that may be needed by a child with congenital heart disease. The booklet begins with general information about congenital heart disease. It then discusses the goals of health care, the health care team, the importance of periodic health care, and record keeping procedures. The child's health care needs, development, and educational needs are then examined by age, from birth to age 21. Family support and services are described, including advocacy, human services, schools, family support groups and networks, and recreation. The booklet concludes with a glossary, a list of organizational (primarily in Minnesota) and printed resources for children with congenital heart disease, and a list of more general resources for children with special health care needs. (JDD)

ED 351 842 EC 301 669

Shoultz, Bonnie, Ed.
Disability and Family Policy.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports -

the literary work; a variety of activities based on this cultural information; a summary of themes, story, and symbolism; activities based on this and other works of the author; notes on staging the text; and a brief bibliography of materials by the same author and instructional resources, both print and audiovisual. (MSE)

ED 351 865 FL 020 735

Gies, David Thatcher, Comp.
"El coronel no tiene quien le escriba," Gabriel Garcia Marquez. Performance Guides to Spanish Texts.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 89
NOTE- 28p.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Authors; Class Activities; Classroom Techniques; *Cultural Context; Cultural Education; *Literature Appreciation; *Novels; *Oral Interpretation; Secondary Education; Second Language Instruction; Second Languages; *Spanish; *Spanish Literature
IDENTIFIERS- El Coronel No Tiene Quien le Escriba; *Garcia Marquez (Gabriel)

This performance guide is the result of work conducted at the University of Virginia's National Endowment for the Humanities Summer Institute, 1989, on "Spanish Literature in Performance," in which 25 secondary school Spanish teachers studied Spanish texts from the perspective of classroom performance to deepen knowledge of the texts and discover ways to stimulate teaching and appreciation of literature in the high school classroom. The guide distills and synthesizes issues raised during the institute into background material, topics for conversation, and performance activities for classroom use based on the text, "El coronel no tiene quien le escriba" by Gabriel Garcia Marquez. It is not a literary analysis of the text. Contents include: substantial background material on the author and the cultural context of the literary work; a variety of activities based on this cultural information; a summary of themes, story, and symbolism; activities based on this and other works of the author; notes on staging the text; and a brief bibliography of materials by the same author and instructional resources, both print and audiovisual. (MSE)

ED 351 866 FL 020 736

Gies, David Thatcher, Comp.
"Ficciones," Jorge Luis Borges. Performance Guides to Spanish Texts.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 89
NOTE- 38p.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Authors; Class Activities; Classroom Techniques; *Cultural Context; Cultural Education; *Literature Appreciation; *Oral Interpretation; Secondary Education; Second Language Instruction; Second Languages; *Short Stories;

levels. The obstacles mentioned included insufficient time to cover present priorities, competing higher priorities, and lack of adequate funding. The majority felt teachers were not adequately prepared to deal with global education. Respondents expressed little awareness of organizations with resources to assist them in program development. The study's final report includes a summary of program activities, a summary of project methodology and findings, a tabulation of questionnaire responses and program characteristics, a copy of the questionnaire used in the survey, a draft of the handbook of exemplary programs resulting from the study, and a more detailed report on the survey's methodology. (MSE)

ED 351 886 FL 020 767

Mainous, Bruce H.
Instructional Materials in Spanish for Agriculture. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 15 Aug 84
NOTE- 56p.; For related documents, see ED 253 071-073.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agriculture; Audiotape Recordings; *Computer Assisted Instruction; Courseware; Dialogs (Language); Instructional Materials; *Languages for Special Purposes; Material Development; Reading Materials; Second Language Instruction; *Spanish; Technical Assistance; Videotape Recordings
IDENTIFIERS- *Latin America

A federally funded project to develop Spanish for Agricultural Purposes, a set of instructional materials for agricultural specialists planning to work in Latin America, is reported. The materials are intended for use by individuals with at least a year's college-level study of Spanish. They include: a series of authentic readings, each with an English-Spanish glossary; lesson-related dialogues in print and on tape for language laboratory use; interactive audio exercises for practice in colloquial expressions, language manipulation, and self-expression; a workbook; a computer-assisted component to support and complement the print and audio lessons; and videotape of 48 3-minute episodes featuring a North American agricultural specialist in interactions with native speakers of Latin American Spanish in a variety of agriculture-related contexts. The 12 instructional units have the following topics: agriculture (general); sugar; cereals; geography; forestry; animal husbandry (two units); soybeans; agricultural economics; poultry raising; swine farming; and some food crops. The report lists the unit titles, reading selection titles and sources for each, organization of exercises in the accompanying manual, summaries of videotape episodes, lesson structure and general programming information about the computer component, including algorithms and 16 sample screens, and information about project personnel, finances, copyrights, and distribution. (MSE)

ED 351 887 FL 020 768

Gavillan, Eva; And Others
Transnational Spanish Language Project.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 261p.; Handwriting in Appendix 2 seems to be illegible in

This bibliography of 1,451 references presents an accounting of the current state-of-the-art research and writing in collective bargaining in higher education and the professions and covers materials published predominately in 1989. The bibliography is divided into five sections. Items are listed alphabetically by author within each subtopic. The first section covers publications concerning college faculty, such as evaluations, merit pay, retirement, quality of worklife, etc. The second section covers publications addressing the professions mostly focusing on the health care industry. Section III provides an information guide on bibliographies and directories, resources and periodicals, and other informational sources. Finally, Section IV provides author and subject indices, and Section V gives a list of acronyms and abbreviations found in the bibliography. Newly included in this bibliography are articles concerning sexual harassment within the field of higher education collective bargaining. (GLR)

ED 351 906 HE 025 961

Astin, Alexander W.; And Others
The American College Teacher. National Norms for the 1989-90 HERI Faculty Survey.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- Mar 91
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; Colleges; Comparative Analysis; Controversial Issues (Course Content); Data Collection; Faculty Publishing; Higher Education; *Institutional Environment; Job Satisfaction; National Surveys; Research; Statistical Data; Stress Variables; *Teacher Attitudes; *Teacher Behavior; Teacher Salaries; Teaching Load; Teaching Methods; *Undergraduate Study; Universities; Work Environment

This report summarizes the highlights and presents statistical data (two-thirds of the report) from a national survey of 35,478 full-time college and university faculty members at 392 two-year colleges, four-year colleges and universities, carried out in the fall and winter of 1989-90. The 200-question survey focused heavily on how faculty members spend their time, how they interact with students, their preferred methods of teaching and examining students, their perceptions of the institutional climate, and their primary sources of stress and satisfaction. Among the findings were the following: (1) although 98 percent gave teaching a high priority, 28 percent preferred research over teaching and 27 percent felt that institutional pressures to do research and publish interfered with their teaching; (2) half the faculty in private universities spent more than 12 hours per week doing research and writing, compared to less than 20 percent of faculty in 4-year colleges and 3 percent in the community faculty in four-year colleges and 3 percent in the community colleges; (3) fully one quarter of the four-year college faculty and an article in a scholarly journal; (4) faculty were most satisfied with their autonomy and independence and job security; and (5) compared to their private counterparts, professors in public institutions gave higher priority to preparing students for employment and conducting research. The appendix contains the survey instrument. Contains two references. (GLR)

ED 351 907 HE 025 962

education system that have been identified are: careful definition of competencies, specification of standards and level expected, appropriate learning process, and graduate recognition. (Appendixes include the FEU key competencies, Butterworth/Lovell skill groupings and descriptions, and SCANS definitions of foundation and key competencies.) (YLB)

ED 351 444 CE 062 067

Thompson, Rhodda
The Railroad Retirement Board: An Agency Promoting Training and Education.
PUB DATE- Jun 92
NOTE- 74p.; Master's Thesis, DePaul University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adult Education; Adult Literacy; *Basic Skills; Job Performance; *Job Skills; *Job Training; *Labor Force Development; Literacy Education; Literature Reviews; Postsecondary Education; Program Development; *Program Implementation; Public Agencies; Secondary Education; Skill Development; Vocational Education
IDENTIFIERS- *Railroad Retirement Board; *Workplace Literacy

A study of the Railroad Retirement Board (RRB) showed that the RRB was only a microcosm of the problem of unprepared workers being experienced by employers nationwide. Implementing basic skills programs was found to be crucial because corporations and government agencies, like the RRB, found the labor pool to be poorly educated. Research on development of remedial training programs and approaches being used to train and motivate workers led to these recommendations to the RRB for initiating basic skills programs: needs assessment; development of strategies; review of key features of successful basic skills programs; program design, including clear definition of objectives, organization according to employees' level of knowledge and by job tasks, and program structure that encourages participation; use of managers as trainers; application for federal funding for training; motivation of employees to maintain favorable worker performance; and provision of leadership. The literature showed that business could participate in improving education by specifying relevant skills and that schools and businesses needed to increase communication with each other. In addition, schools needed to devise ways to show students the relationship between literacy and acquisition of good jobs. (Appendixes include 45 footnotes and a 31-item bibliography.) (YLB)

ED 351 445 CE 062 073

Charters, Alexander N.; Holmwood, Donald
Syracuse University Publications in Continuing Education.
PUB DATE- 92
NOTE- 128p.; Updated, reprinted, and reordered version of MSS-26. Some pages contain light, broken type.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Basic Education; Adult Educators; *Adult Learning; Adult Literacy; Archives; Bibliographies; Clearinghouses; Community Education; Comparative Education; *Continuing Education; Disadvantaged; Educational Change; Educational Development; *Educational History; *Educational

Secondary Education; *Secondary School Students; *Special Needs Students; *State Programs; *Vocational Evaluation
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; *Illinois

This manual provides an overview and instructions for the application of vocational assessment to secondary special needs students, especially in Illinois. The manual is organized in six sections. The introductory section describes the provisions of the Carl D. Perkins Vocational Education Act in regard to student assessment and includes information on the legal aspects of parent/guardian notification and consent to initiate vocational assessment and student identification. The second section contains extensive questions and answers about vocational assessment, covering the definition of vocational assessment, why it is important for special needs students, who is responsible for assessment, when assessment should be initiated, and how it should be carried out. The third section of the manual describes the Illinois Three Level Assessment Process, how it is conducted, and how to apply it to special needs students. Included in the fourth section of the manual are matrices that identify various types of instruments that can be used in the vocational assessment process. Also provided is pertinent information regarding age/grade appropriateness, length of time required, method of reporting scores, potential for group administration, and usefulness with special needs populations. The fifth section contains sample forms for parent/guardian notification and consent, student, parent, and teacher interviews, vocational assessment reports, and bilingual vocational program student referral. The sixth section contains the following appendixes: format for developing a work sample, situational assessment checklist, cultural appropriateness rating criteria, assessment instruments and publishers addresses, and 124 references. (KC)

ED 351 464 CE 062 194

Kreutz, Eileen
In for a Change. A Curriculum Guide for Pre-Apprenticeship Training.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jan 92
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Vocational Education; Change Strategies; Curriculum Guides; *Equal Opportunities (Jobs); Job Skills; Job Training; Labor Force Development; Learning Modules; Mathematics Instruction; *Nontraditional Occupations; Resistance to Change; *Skilled Occupations; *Skilled Workers; Social Support Groups; Trade and Industrial Education; *Womens Education
IDENTIFIERS- *Chicago Women in Trades; *Preapprenticeship Programs

This manual is the curriculum guide used by Chicago Women in Trades (CWIT) to run its 10-week pre-apprenticeship training program that is designed to help women who are interested in the skilled trades prepare for the mental, physical, and psychological demands of this work. Information on the training sequence includes material on recruitment and interviews, orientation for program participants, course content, and course schedule. Information is also provided on the support group component, which includes exercises on such subjects as

ED 351 485 CE 062 240

Supplemental and Support Services in Vocational Education. Annotated Resource List.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Annotated Bibliographies; Disabilities; Limited English Speaking; Postsecondary Education; *Program Effectiveness; *Pupil Personnel Services; Secondary Education; *Special Needs Students; Special Programs; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

This annotated resource list describing 21 publications and 7 organizations supports the provision of supplementary services of special populations required by the Carl D. Perkins Vocational and Applied Technology Act. The focus of the publications and organizations is on effective practices for disadvantaged, disabled, limited English proficiency, and teen parents populations. The items listed were published during 1988-1991. In addition to a description of the publication or organization, each entry contains price and contact information. (CML)

ED 351 486 CE 062 241

Women and Girls in Vocational Education. Annotated Resource List.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Displaced Homemakers; Dropout Programs; Dropouts; Early Parenthood; Educational Equity (Finance); *Equal Education; Equal Opportunities (Jobs); *Females; Nontraditional Occupations; Outcomes of Education; Postsecondary Education; Secondary Education; *Sex Fairness; *Special Needs Students; *Vocational Education; *Womens Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; Family Support Act 1988

This annotated but nonexhaustive resource list, describing 21 publications and 23 organizations, supports efforts funded through the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 to improve the academic and economic outcomes of women and girls in vocational education. The listings are grouped under the following topics: equity; teen/single parents; displaced homemakers, female dropouts, nontraditional training, women with disabilities, demographics, policy, the Family Support Act, and funding. In addition to descriptions of the publications and organizations, each entry includes information useful to those wishing to access the publication or contact the organization. The names, addresses, and telephone numbers of state personnel responsible for sex equity in vocational education in each state are provided. (CML)

ED 351 487 CE 062 242

Barker, Sue, Comp.; And Others

NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Competence; *Competency Based Education; Objectives; Postsecondary Education; Program Effectiveness; *Program Evaluation; Program Implementation; *Program Improvement; *Research Utilization; Secondary Education; State Curriculum Guides; *State Standards; Statewide Planning; Units of Study; *Vocational Education
IDENTIFIERS- *Louisiana

A project in Louisiana surveyed local vocational education programs and local application plans and compared them to assessed needs, skill levels, and quality program standards. The project was implemented through nine strategies, which included project staff development, assessment of local plans, needs assessment, development of an assessment implementation instrument, and compilation of data received through statewide dissemination of assessment instruments to local projects. The study found that vocational educators in Louisiana took the responsibility of assessing their programs seriously. The data revealed the following: an 86 percent degree of implementation regarding utilization of statewide competency-based curriculum guides, an 88 percent degree of implementation of course scope and sequences, an 83 percent degree of implementation of workplace competence standards, and incorporation of program improvement recommendations into inservice activities during summer programs in the state. (The project report is intended to serve as a model of how to conduct implementation assessment research.) Appendixes, which make up most of the document, include project memoranda and documentation, the assessment implementation survey forms for various institutions with results, and correspondence from the Louisiana Vocational Association regarding planning and implementation of the program. (KC)

ED 351 505 CE 062 274

Tech Prep: A National Survey. Vocational Education Research.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 91
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); Educational Resources; High Schools; Information Networks; *Models; *Program Development; *State Programs; *Technical Education; Technical Institutes; *Two Year Colleges; Vocational Schools
IDENTIFIERS- *Tech Prep

Prompted by new funding provided through the reauthorization of the Carl D. Perkins Vocational Education Act, a study examined the status of program development of tech prep initiatives in the technical institutes and community colleges of the United States. Using mailing lists of members of the American Vocational Association and the American Association of Junior and Community Colleges, a one-page questionnaire was mailed to each of the institutions seeking basic programmatic information; more than 500 schools responded. In addition to school responses, some questionnaires were forwarded to other agencies and, in a number of cases, state departments of education responded. The survey results indicate that most two-year schools in the United States are just beginning their tech tables, a bibliography listing 47 references, and appendixes containing study methodology, wage rates in the printing industry, and a glossary.) (KC)

ED 351 522 CE 062 333

Grootings, Peter, Ed.
Towards Cooperation among Researchers of Vocational Education and Training (VET) in Europe. Platform Meeting of VET Researchers from EC, EFTA and Central Europe (Berlin, Germany, October 23, 1992).
PUB DATE- Nov 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- Comparative Education; *Educational Research; Foreign Culture; *Institutional Cooperation; International Cooperation; *International Education; *International Educational Exchange; Postsecondary Education; *Research Needs; Secondary Education; Technical Education; *Vocational Education
IDENTIFIERS- Czechoslovakia; *Europe (East Central); Hungary; Poland

A meeting held in Berlin provided a forum for researchers from the Central European countries of Czechoslovakia, Hungary, and Poland to discuss the research situation in vocational education and training (VET) in their countries and to discuss the possibilities for developing forms of cooperation with researchers from the 10 Western European countries that participated. Highlights of the discussion included the following: (1) vocational education and training are developing very quickly in Central Europe, but the contribution of research to these developments appears to be rather marginal; (2) there is a lack of information on recent development in VET systems in Western European countries; (3) in all three Central European countries there is great need for researchers to collaborate with their Western colleagues, especially in terms of conceptual and methodological questions; (4) the potential return from VET research is being highly underestimated in the Central European countries; (5) only in the field of curriculum development is there any impetus for research in the Central European countries; (6) foreign experts who go to the countries should develop a better understanding of the local situations in which they are offering their skills; (7) existing research infrastructures in the three countries are very uneven; and (8) new avenues of cooperation between the Central and Western European nations need to be explored and implemented. (KC)

ED 351 523 CE 062 335

Schmidt, B. June; Beeken, Lois A.
Helping Vocational and Academic Teachers Collaborate To Improve Students' Reading and Writing Skills: An Over-Time Inservice Activity.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 11p.; A Technical Assistance Report. For a related document, see CE 062 340.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

adult learners at Lancaster University; and (6) a program in Sheffield that provides transportation (or the cost of it) to students with learning difficulties. Chapter 10 recommends action practitioners can take to promote integration and includes a student questionnaire for evaluating an integration program. Chapter 11 consists of a checklist to help practitioners reflect on the quality of integration. available in their areas. The document concludes with a list of nine print references, three journals, and the names and addresses of seven organizations. (CML)

ED 351 540 CE 062 396

Field, John, Ed.; Normie, Gerald, Ed.
Residential Adult Education: Trends and Prospects. Discussion Paper in Continuing Education, Number 3.
PUB DATE- 92
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020)
DESCRIPTORS- *Adult Education; *Citizenship Education; *Educational History; Folk Schools; Foreign Countries; Government School Relationship; Life Style; *Older Adults; *Residential Programs
IDENTIFIERS- *Australia; *Great Britain

These papers on the role of residential adult education were first presented at a July 1991 conference at Somerville College, Oxford University, England. After an introduction (Field), the first paper, "Residential Adult Education: History, Concept, and Evaluation" (Bron), offers an historical perspective and recommends defining "residentiality" for both research and evaluation purposes. The second paper, "'Encouraging Citizenship': Adult Residential Education and Training for the 21st Century" (Lieven, Jackson), addresses the relationship between residential colleges and democracy. The third paper, "Residential Adult Education in a Hostile Environment" (Leighton), traces the influences of national and local governmental influences on adult education in Great Britain. The fourth paper, "Learning and Traveling in the Third Age" (Eyland), describes the Australian College for Seniors. The fifth paper, "Minds in Community: A Report and a Project" (Faithfull) describes residential adult education at Braziers Adult College at Ipsden (Oxfordshire, England) and suggests that such colleges should provide training courses in simpler living and redesigned patterns of human existence that consume and pollute less. It suggests that older people, with their experience of making the best of an aging body since about age 40, would be perfect as leaders of this movement of adaptation. (CML)

ED 351 541 CE 062 397

Arkansas Adult Education for the Homeless Project. An Evaluation.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
PUB DATE- 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Homeless

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Competence; *Course Content; Learning Activities; Postsecondary Education; *Roofing; State Curriculum Guides; *Structural Elements (Construction); Test Items; Tests; Units of Study
IDENTIFIERS- *California

This book is one of a series of 10 units of instruction for roofing apprenticeship classes in California. It covers the following 14 topics and provides tests for them: the nature of the roofing and waterproofing industry; the apprenticeship program; apprenticeship and the public schools; collective bargaining, wages, and benefits; safety in the industry; types, styles, and structural designs of roofs; hand tools and power tools; equipment; introduction to kettles; lighting and loading of kettles; kettle heating; kettle cleaning and maintenance; roof pumps; and tankers. Each topic section consists of objectives, information sheets, and study assignments. Materials are illustrated with black and white pictures and line drawings. A glossary of roofing and waterproofing terms is included. Ten-item multiple choice tests are provided for each topic. (KC)

ED 351 558 CE 062 429

Allen, Colleen A., Ed.; Jones, Edward V., Ed.
GED Testing Program: The First Fifty Years.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Adult Basic Education; *Dropout Programs; Educational Attainment; *Educational History; *Equivalency Tests; *High School Equivalency Programs; *Nontraditional Education; State Programs; Success; Testing Programs
IDENTIFIERS- *General Educational Development Tests

This booklet commemorates the General Educational Development (GED) Testing program's first 50 years. Included are the following: (1) a description of a GED graduation; (2) reminiscences of three GED administrators; (3) success stories from five GED graduates; (4) descriptions of eight special GED programs; (5) an explanation of how the GED system works; and (6) a timeline of dates important to the program. The special programs described are as follows: (1) Georgia's tax credit to employers to sponsor GED students; (2) Delaware's GED program for state employees; (3) Hartford's comprehensive services provided by the Urban League, one of which is GED preparation; (4) Massachusetts's "Science Box" and "Math Jump Start Kit, collections of instructional materials particularly helpful to part-time adult basic education and GED teachers who have little time to explore their regional clearinghouse; (5) Pennsylvania's program to honor its outstanding students; (6) Florida's scholarship for adults who complete high school with at least a B average or score 277 or higher on the GED Tests; (7) Arizona's testing fee waiver program; and (8) Washington's program for GED students with limited English proficiency. (CML)

ED 351 559 CE 062 431

Tests of General Educational Development Bibliography.
PUB DATE- Aug 92

attributes. Chapter 8 is about attributes of ethical behavior, including an overview, organizational structure, persons in the system, and attributes. Chapter 9 covers attributes in handling stress and conflict. The quality of timeliness is the subject of chapter 10. Chapter 11 covers the attributes of timeliness, including quality and timeliness and ancillary training assistance. Chapters typically include summaries, case studies, checklist directions, and activities. Appendix A is on evaluation. Appendix B is a guide for occupational exploration interest patterns by representative education and training interview occupations and selected cross-walk codes. Appendix C explains discrimination legislation. The document concludes with 19 pages of references and two indexes. (CML)

ED 351 576 CE 062 471

Heenan, Edward W.
The Employment Preparation Process.
PUB DATE- 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Planning; *Employment Interviews; *Employment Opportunities; Employment Qualifications; *Entry Workers; High Schools; Job Applicants; *Job Application; Job Placement; *Job Search Methods; Postsecondary Education; *Resumes (Personal)

This five-section guide is intended to help entry workers find and secure jobs in a competitive job market. Sections include information on the following: finding job openings; filling out employment application forms (guidelines to follow, major components, and an application checklist); writing a resume (resume writing techniques, preparing your resume, key resume action-oriented words, resume checklist, and cover letter); handling job interviews (researching employers, questions, personal appearance, do's and don'ts for the interview, thank-you letter, and an interview checklist); and the job finding pyramid (a summary of the job search process). Blank forms for practicing the techniques covered in the booklet are provided. (KC)

ED 351 577 CE 062 479

Health Care Skill Builders. Final Performance Report. March 1, 1991-August 31, 1992.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 31 Aug 92
NOTE- 448p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Allied Health Occupations Education; Allied Health Personnel; Basic Skills; Curriculum Development; Educational Opportunities; *English (Second Language); Hospital Personnel; Inservice Education; *Literacy Education; Nurses Aides; Staff Development; Test Wiseness
IDENTIFIERS- *Workplace Literacy

The Health Care Skill Builders Program designed and implemented innovative basic skills courses for health care workers at three hospitals in Alameda County, California. The 10 courses

This document is one of a series of student workbooks developed for workplace skill development courses or workshops by Mercer County Community College (New Jersey) and its partners. Designed to help customer service employees who use the telephone in a hospital, this telephone tips course discusses dealing politely and effectively with callers and provides tips for making calls. The materials for the 4-hour course include a course outline, objectives, a topical outline, a telephone management checklist, and the following information sheets: quality patient service, the importance of the telephone in the hospital, telephone courtesy, letting your voice smile, voice self-assessment, your voice inflection, answering business calls, addressing the caller, planning and placing business calls, placing calls on hold, transferring calls, taking telephone messages, and ending a conversation. (KC)

ED 351 599   CE 062 501

Work Survival Skills.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 76p.; For related documents, see CE 062 480-500.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Assertiveness; Burnout; *Conflict Resolution; Coping; Course Content; Course Descriptions; Employment Potential; Instructional Materials; *Interpersonal Competence; Job Skills; Job Training; Learning Activities; Needs Assessment; Persistence; Personality; Planning; Problem Solving; Social Cognition; Stress Variables; *Time Management; *Work Attitudes
IDENTIFIERS- Workplace Literacy

Instructional materials are provided for a course that deals with improving assertiveness and attitude at work. Designed for use in a workplace literacy project, the course, developed by Mercer County Community College (New Jersey) and its partners, is also intended to teach students techniques of dealing with difficult people and effective listening. A one-page course outline lists objectives and provides a topical outline. Informative materials, activities, quizzes, rating scales, and articles are provided that deal with these topics: what one should know about people; self-analysis/work attitude; how people perceive others; classifying behaviors; assertiveness; what happens when one listens; effective listening; personality types; "human" rights; describing behaviors; dealing with difficult people; understanding others; assessing oneself; coping; persistence; time management; establishing priorities; priority management; good planning; external and internal time wasters; controlling priorities; handling a crisis; self-generated time wasters; resolving conflict; achieving balance; job stress; problem solving; and burnout. (YLB)

ED 351 600   CE 062 502

Hoachlander, E. Gareth
Participation in Secondary Vocational Education, 1982-87. Contractor Report. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jan 92
NOTE- 125p.

the Otis Spunkmeyer Student Motivational Program: A Reference Guide.
PUB DATE- 92
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Counselor Role; High Schools; *High School Students; *Program Development; *Program Effectiveness; *Program Implementation; *Student Motivation
IDENTIFIERS- *Otis Spunkmeyer Student Motivation Program

This document was designed as: (1) a guide for counselors working with the Otis Spunkmeyer Student Motivational Program for high school students; (2) a resource in training counselors for positions with corporations sponsoring student motivational programs; (3) an explanation of the program for general audiences; and (4) a stimulus for those interested in developing adjunct educational programs. The first section provides an introduction to the Student Motivational Program, discussing the concepts of extended counseling and teenage motivation. Section II presents the program history and section III describes the program. The fourth section explains the organizational structure of the program. Sections V and VI explain how schools, students, and counselors are selected for the program. Section VII delineates the counselor's duties, section VIII addresses group composition and resources, and section IX examines counselor salary and funding considerations. Section X focuses on group meetings, explaining the goals and purposes of meetings; trends and progressions in grades 10, 11, and 12; and issues for the counselor. Section XI provides additional information on the limitations of the program, why it works, and what it has to offer. The program evaluation is contained in section XII, while a follow-up of graduates is provided in section XIII. Section XIV looks to the future. The final section, the appendices, contains guidelines, forms, and letters which may be of interest to students, parents, and counselors. Also included is a list of possible group activities. (NB)

ED 351 618 CG 024 618

Cantor, James; Pilkington, Neil
Homophobia in Psychology Programs: A Survey of Graduate Students.
PUB DATE- 16 Aug 92
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Doctoral Programs; *Graduate Students; *Graduate Study; Higher Education; *Homosexuality; *Lesbianism; Masters Programs; Psychologists; *Psychology; *Social Bias; Textbook Bias
IDENTIFIERS- *Homophobia

Students experience homophobia in both covert and overt forms. Covert homophobia exists through the neglect of gay, lesbian, and bisexual topics in graduate psychology programs. Overt homophobia exists through the misinformation and perpetuation of stereotypes by faculty, textbooks, and program administrators. Unfortunately little data exist regarding the prevalence of overt homophobia in psychology programs. In this

(141)
DESCRIPTORS- Adolescents; Adults; *Alcohol Abuse; Delinquency; *Drug Abuse; Elementary School Students; Elementary Secondary Education; *Prevention; Rehabilitation Programs; Secondary School Students; *Substance Abuse

Eight exemplary programs for preventing alcohol and other drug abuse are presented in this document. These programs are summarized: (1) SUPER II Early Intervention Program, Atlanta, Georgia, which serves primarily inner-city youth ages 11-17 and their families through community agencies, juvenile courts, alternative schools, and public housing; (2) NaKeiki O Ka'Aina ("Children of the Land"), Wai'anae, Hawaii, in which children from a rural Hawaiian community work on a farm; (3) Native Hawaiian Substance Abuse Prevention Project, Honolulu, Hawaii, which builds on a foundation of preventive and socialized techniques based on Native Hawaiian values, practices, and culture; (4) School of Opportunities, Kokomo, Indiana, an alternative education program for youth in high-risk environments in grades 6-12; (5) Children's after School Achievement Program, Holland, Michigan, which serves the needs of more than 100 disadvantaged, minority students in grades 1-8; (6) Solid Ground Program, Carson City, Nevada, which encourages juvenile probationers to get involved in positive experiences; (7) Teen Outreach Program (TOP), Bridgeton, New Jersey, which recruits and trains peer educators from a high-risk adolescent population; and (8) Center for Indian Youth Program Development, Albuquerque, New Mexico, which provides alcohol and other drug prevention services to culturally diverse children, youth, and their families in rural New Mexico. (ABL)

ED 351 638 CG 024 639

Schliebner, Connie T.
Culturally Relevant Bibliotherapy: Meeting the Needs of Minority Children.
PUB DATE- 5 Nov 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indians; Asian Americans; *Bibliotherapy; Blacks; Client Characteristics (Human Services); *Counseling Techniques; *Ethnic Groups; Hispanic Americans

Historically, ethnic minorities have been represented at the bottom of the economic and social order putting minority children and adolescents particularly at risk for psychological disorders and behavioral problems. As the population of minority youth increases it becomes clear that there is a need for educational and therapeutic interventions that are culturally relevant for this population. Minority families often exert strong pressures on members not to reveal personal matters to "strangers" or to "outsiders." It has been suggested that the therapeutic tool of bibliotherapy be considered an innovative approach for working with children who may perceive "talk therapy" as threatening. When using bibliotherapy with minority clients, it is necessary to select culturally relevant books that reflect the reader's experiences and provide models that promote identification. Providing books that reflect a child's worldview, similar family structures, environments, and language, and that portray ethnic pride will assist in providing culturally sensitive bibliotherapy. The counselor can use bibliotherapy in individual or group settings. Books can theoretical implications were written about and again sent to each woman for her review. Finally, a group interview was conducted in which the participants discussed their impressions of the commonalities manuscript and their experiences of participation in the study. The three points which were most important are these: (1) a significant part of the women's experience of depression was connected to various forms of sexual abuse that they had suffered; (2) labels (such as depression) were helpful; and (3) feeling isolated was an important aspect of the experience of depression while feeling "not alone" was one of their experiences in healing. (ABL)

ED 351 657 CG 024 660

Carlisle, Jane S.
Child Sexual Abuse: Debate, Denial, and Denouement. A Feminist Perspective--Female Adults Molested as Children, Socialized Gender-Role Behavior, and Issues of Power and Control.
PUB DATE- Aug 92
NOTE- 30p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; *College Students; *Coping; *Females; Higher Education; *Individual Power; Locus of Control; Predictor Variables; Sex Role; *Sexual Abuse; Socialization; Victims of Crime
IDENTIFIERS- *Adults Molested as Children

This study was designed to examine the effect of perceived control in a non-clinical college student population that had experienced victimization (childhood molestation) and to examine predictor variables representing different types of controls. Subjects were 866 female undergraduates of whom 523 were identified as Adults Molested as Children (AMACs), or a prevalence rate of 60%. Subjects completed the Adult Nowicke-Strickland Locus of Control instrument, the Folkman-Lazuras Revised Ways of Coping Checklist, the CPI Socialization Scale, and 25 questions measuring objective and subjective severity variables. The findings suggested that molested women are not using cognitive and behavioral strategies that can re-establish a sense of control, and are instead using socialized traditional passive/powerless female gender-role behaviors. The dependent variable negative effect at the time of the molest was associated with a high degree of felt responsibility for the molestation and for finding a solution to the molestation at the time of the molest. Negative effect now was associated with a high degree of felt responsibility for the molest at the time and now, and high felt responsibility for finding a solution to the molest now. Adjustment was associated with high felt responsibility for a solution at the time of the molest. (ABL)

ED 351 658 CG 024 661

Etaugh, Claire; Laumann, Lisa
Perceiving Elder Caregivers: Effects of Gender, Employment and Caregiving Hours.
PUB DATE- Aug 92
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Bush, Ellen M.
The Buckley Amendment and Campus Police Reports.
PUB DATE- Aug 92
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Environment; *College Students; Federal Legislation; *Freedom of Information; Government School Relationship; Higher Education; *Legal Problems; Police School Relationship; School Security; Student Publications; *Student Records; *Student Rights
IDENTIFIERS- Bauer v Kincaid; *Buckley Amendment; Department of Education

Recognizing that escalating concern about campus crime has focused attention nationwide on the Buckley Amendment (a federal privacy law designed to protect education records), this paper examines the legislative history and intent behind Congress's approval in 1974 of Buckley's Family Educational Rights and Privacy Act (FERPA). The paper first notes that this legislation opened school records to students and their parents but barred the release of records to anyone else without the permission of the student or the parents, and that this includes campus police records. The paper then looks at the question of access to information when state open records law and federal privacy rules appear to collide. The paper examines the legislative history and intent behind the FERPA Act. The paper also considers how the Department of Education (ED) has read FERPA and how judges have interpreted its intent in "Bauer v. Kincaid" and other recent cases. In an aftermath section, the paper examines the confusion at many universities after the "Bauer" case. Eighty-four footnotes are included. (NKA)

ED 351 678 CS 213 522

Starck, Kenneth; Villanueva, Estela
Cultural Framing: Foreign Correspondents and Their Work.
PUB DATE- Aug 92
NOTE- 41p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; Cultural Context; *Foreign Culture; Higher Education; *Journalism; Journalism Education; *News Writing
IDENTIFIERS- Cultural Framing; *Cultural Sensitivity; *Foreign Correspondents; Journalism Research

With the notion of cultural framing as a theoretical backdrop, a study examined the role of culture in the work of foreign correspondents. The aim was to explore cultural aspects of international news reporting that may suggest avenues for more systematic inquiry into the role of culture in the work of the foreign correspondent. Of 75 examined that were by and about foreign correspondents, fewer than half (44%) referred explicitly to culture. Most references were cursory. In-depth interviews with six correspondents disclosed an unconscious awareness of the role of culture in their work, though all were

ED 351 697 CS 213 598

Description of Writing Achievement Levels-Setting Process and Proposed Achievement Level Definitions: 1992 National Assessment of Educational Progress.
PUB DATE- 21 Oct 92
NOTE- 209p.; Numerous student writing samples may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Grade 4; Grade 8; Grade 12; Program Descriptions; Student Writing Models; *Test Validity; *Writing Achievement; *Writing Evaluation; *Writing Tests
IDENTIFIERS- National Assessment of Educational Progress

In July 1992, American College Testing convened a 5-day meeting to set achievement levels in writing for grades 4, 8, and 12 to be recommended for use in reporting the 1992 National Assessment of Educational Progress (NAEP). Sixty-six panelists (teachers, non-teacher educators, and non-educators) attended the meeting and participated in the achievement levels-setting process. The process involved: completion of NAEP writing assessment; operationalizing definitions and identification of sample papers; training in the rating process; the paper selection process; and review of grade-level descriptors and selection of exemplar papers. Numerical results of analysis of the panelists' scoring of papers indicated that results across achievement levels within grades and within achievement levels across grades appeared to be logical and consistent. Achievement level descriptions, indicating basic, proficient, and advanced performance for each grade level, were developed. Panelists completed four evaluation questionnaires, in which they rated their experience as very positive. (Four tables of data and eight figures are included; the final version of the identification and selection of panelists design document, the agenda, NAGB (National Assessment Governing Board) policy definitions of achievement levels, achievement level descriptions representing student writing performance as developed by the Orlando content validity study group, and achievement level sample papers are attached with test questions and scoring guide.) (RS)

ED 351 698 CS 213 600

Haller, Beth
Paternalism and Protest: The Presentation of Deaf Persons in the "New York Times" and "Washington Post."
PUB DATE- Aug 92
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Activism; Civil Rights; Content Analysis; *Deafness; Higher Education; Mass Media Role; *Newspapers; *News Reporting
IDENTIFIERS- Gallaudet University DC; *Media Coverage; New York Times; Washington Post

attention on the educational philosophy reflected in the federal court decisions. The paper begins with significant pre-1980 high school cases, then looks at cases that set the tone for free expression in colleges during the same period, showing that these early cases defined both schools and colleges as educational environments meant to foster student participation in a democratic society. The paper then examines cases since 1980 that define high schools and colleges as fundamentally different in purpose, with a focus on protection of students' expressive rights in college cases and the emphasis on assigning regulatory discretion to school officials in high school cases. The paper concludes with a discussion of free speech implications of current judicial philosophy. Seventy-three endnotes are included. (SR)

ED 351 717 CS 507 939

Sallot, Lynne M.
Tolerance-Intolerance of Ambiguity and the Teaching of Public Relations: Investigating Effects of Individual Differences in the Classroom.
PUB DATE- Aug 92
NOTE- 52p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Ambiguity; Case Studies; Classroom Research; Higher Education; *Individual Differences; *Instructional Effectiveness; *Public Relations; Student Attitudes; Surveys
IDENTIFIERS- Communication Behavior; Florida; *Tolerance

This paper explores how teachers of public relations can help students tolerate the many ambiguities inherent in public relations practice. The paper first reviews the literature regarding individual differences in communication, tolerance-intolerance of ambiguity, and individual differences in teaching. The paper then reports the findings of two exploratory studies conducted at a large state university in Florida that investigated the effects of tolerance-intolerance of ambiguity in the teaching of public relations, including the use of a client-based, case study technique to increase tolerance of ambiguity among students of public relations. The paper concludes that the goal of increasing tolerance of ambiguity in public relations, at least in the classroom, is possible. (Nine tables of data are included; a list of 68 references is attached.) (Author/RS)

ED 351 718 CS 507 947

Olaniran, Bolanle A.; And Others
Computer-Mediated Communication in Small Group Decisional Stages.
PUB DATE- May 92
NOTE- 12p.; Paper presented at the Annual Meeting of the International Communication Association (42nd, Miami, FL, May 20-25, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Communication Research; *Decision Making; *Group Dynamics; Higher Education; Interpersonal Relationship

ED 351 736 CS 508 011

Min, Eung-Jun

Contributions of Habermas and Bakhtin to the Assimilation of Modernity and Postmodernity within Cultural Studies.

PUB DATE- 92

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Communication (Thought Transfer); *Cross Cultural Studies; *Language Role; Marxian Analysis; Modernism; Research Methodology; Theories

IDENTIFIERS- *Bakhtin (Mikhail); *Habermas (Jurgen); Postmodernism; Research Suggestions

While not attempting to unify the various theories in cultural studies, this paper proposes pointers or directions to further transformations of cultural studies. The paper identifies and analyzes the works of two theorists, who have largely been ignored in cultural studies, to suggest a resolution of the theoretical conflicts surrounding cultural studies by tracing inner connections. As a substitution for structuralism, the paper suggests the work of German philosopher Jurgen Habermas, whose theory of communication is valuable to cultural studies because it emphasizes social conditions affecting the legitimacy of various cultural forms. The paper also suggests that Mikhail Bakhtin's concept of dialogism and of language oppose the individualist assumptions and romantic interpretations of cultural forms, providing specific ways in which those producers orchestrate diverse social voices. The paper notes that Bakhtin's notion of carnival also helps to maintain a balance between the importance of the counter-hegemonic subversion of established power and the obvious fact of pleasure, desire, and ambiguity--restoring the notion of collective pleasure to its rightful place within cultural studies. Finally, based in the description, critique, and new possible interconnections with the broader discourse of Habermas and Bakhtin, the paper points to the development of an alternative direction for its primary problematic. Four figures representing various aspects of Habermas' or Bakhtin's work are included; 369 references are attached. (Author/RS)

ED 351 737 CS 508 012

Kim, Young Yun, Ed.; Gudykunst, William B., Ed.

Cross-Cultural Adaptation: Current Approaches.

PUB DATE- 88

NOTE- 322p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *Communication Problems; Cross Cultural Studies; Cultural Context; Cultural Differences; Foreign Countries; *Foreign Culture; Hispanic Americans; *Immigrants; *Intercultural Communication

IDENTIFIERS- Australia; Global Studies; Israel; Sojourners; Sweden

Reflecting multidisciplinary and multisocietal approaches, this collection presents 14 theoretical or research-based essays dealing with cross-cultural adaptation of individuals who are born and raised in one culture and find themselves in need of modifying their customary life patterns in a foreign culture. Papers in the collection are: "Conceptual Migrations:

Elementary Secondary Education; *School Restructuring; *Systems Approach

Broad patterns in the last 30 years of research on educational change are traced in this synthesis paper. The three dominant perspectives are: (1) the rational-scientific perspective that posits that change is created by the dissemination of innovative techniques; (2) the political perspective (the "top-down" approach) that generates change through legislation and other external directives; and (3) the cultural perspective (the "bottom-up" approach) that seeks to influence change by encouraging value changes within organizations. Change strategies vary in their aims, which include fixing the parts (curricula and teaching methods), the people, the schools, or the system. A fourth perspective on educational change called "comprehensive restructuring" is presented, which is a cultural-change-based approach that incorporates elements of both political action and scientific-technical innovation, drawing in aspects of all three perspectives. It is argued that this approach holds the most promise for successful systemic change that characterizes the third wave of educational reform. An extensive reference bibliography, examples of each of the four change strategies, and 21 additional resources are included. (Contains 44 references.) (LMI)

ED 351 758 EA 024 445

Developing School Leaders: A Call for Collaboration. A Special Report of the NASSP Consortium for the Performance-Based Preparation of Principals.
PUB DATE- 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; Administrator Effectiveness; *Administrator Responsibility; Administrator Role; *Educational Administration; *Educational Cooperation; *Principals; Professional Development; Secondary Education

This report offers recommendations made by the National Association of Secondary School Principals (NASSP) University Consortium for improving the secondary principalship. Several premises require agreement within the profession: the definition of administrative competence and its assessment; the need for quality control; the role of state agencies and universities; and the balance among stakeholders for the delivery of content and skills. Chapter 1 examines issues in making administrator preparation more professional. The second chapter explores the career paths of four principals and identifies stages of administrator preparation and professional development. Chapter 3 examines considerations in guaranteeing quality in the areas of quality assurance and control. The fourth chapter presents the functions of each stakeholder and proposes five principles for a working model of principal preparation and development, which is based on the concept of "irreducible minimums"--those essential tasks for which each stakeholder is responsible. The final chapter suggests action steps based on collaboration and consensus to coordinate major stakeholders in the professional preparation of school administrators. The appendix includes a grid of principal preparation space derived from a preliminary survey and a list of 21 performance domains. (LMI)

ED 351 759 EA 024 446

educational context are examined in section 5. The sixth section summarizes change strategies that were used in syllabus and material development in each junior secondary subject area. The seventh and eighth sections document the development of the Ministry of Education in terms of curriculum development, teacher education, and advisors' area activities and products. The program's major accomplishments are summarized in section 9. Section 10 offers recommendations for sustaining and building upon project outcomes, particularly with regard to a potential 1992 Basic Education Consolidation project. Some of the lessons learned from the experience are reviewed in section 11. One table, two figures, and lists of JSEIP personnel, trainees, reports, and publications are included. (LMI)

ED 351 780 EA 024 470

Strudwick, Jerry
Strengthening Local Education Capacity: Botswana and Indonesia. Final Report. Policy Research Initiative.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.
PUB DATE- 89
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; *Developing Nations; *Educational Change; *Educational Improvement; Educational Quality; Elementary Secondary Education; Foreign Countries; Policy Formation; *School District Autonomy
IDENTIFIERS- *Botswana; *Indonesia

This report presents information on the Improving the Efficiency of Educational System (IEES) Project Policy Research Initiative, which sought to improve educational capacity at the local level in Botswana and Indonesia. In Botswana, interviews were conducted with approximately 1,450 households and 20 policy makers. In Indonesia, 820 parents, 144 community leaders, 59 headmasters, 60 PTA chairpersons, and 35 village heads were interviewed from 70 public and private schools. Findings indicate that in general, communities, especially rural ones, cannot meet educational costs in excess of existing ones. This raises the question of whether an equitable funding formula can be developed to balance the disparities between rich and poor areas. Given the constraint of extremely limited government resources and lack of a balanced funding mechanism, it is expected that the expansion of the two educational systems will create further inequities between schools, communities, and regions. Six tables are included. Appendices contain status and research reports for each country. (LMI)

ED 351 781 EA 024 471

Fuller, Bruce; And Others
Teachers Rituals, Organized Sacrilege: The Classroom Institution in Southern Africa. Research Reports Series.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- Nov 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Educational Environment; *Institutional Environment; Instruction; Instructional Design;

ED 351 801 EA 024 495

Eller, Michael
Human Rights Legislation and the Educational Administrator: An Australian Case Study.
PUB DATE- Jul 92
NOTE- 18p.; Paper presented at the Annual Meeting of the Australian Council for Educational Administration, Darwin, Northern Territory, July 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; *Civil Liberties; *Civil Rights Legislation; *Compliance (Legal); Economically Disadvantaged; Educational Administration; *Educationally Disadvantaged; Educational Policy; Elementary Secondary Education; *Equal Education; Foreign Countries; *Policy Formation; Racial Discrimination
IDENTIFIERS- *Australia (Toomelah); Human Rights and Equal Opp Comm Act (Australia); Racial Discrimination Act (Australia)

This report examines how and why Australia's Human Rights and Equal Opportunity Commission Act (1986) and the Racial Discrimination Act (1975) produced changes in the provision of education services by Queensland and New South Wales for residents of Toomelah. Toomelah is an economically and educationally disadvantaged Aboriginal community in upper New South Wales. The first section describes the events leading to the 1987 "Toomelah Inquiry," conducted by the Human Rights and Equal Opportunity Commission, which found significant educational and economic deprivation in the area. The second section examines the effect of the inquiry on the provision of education to Toomelah. A public outcry led to the provision of educational services and to efforts to abolish racism. The third section examines the significance of those effects for the educational administrator, who needs an awareness of the greater power of human rights laws. The administrator must recognize a system of complaints and compensations, policy development that reflects public opinion and legislation, and training and awareness commensurate with responsibility to legal and human rights issues. Appendices contain a map, background of legal statutes, and extracts from the Toomelah Report. (Contains 17 references.) (LMI)

ED 351 802 EA 024 500

Kaufman, Roger
Mapping Educational Success: Strategic Thinking and Planning for School Administrators. Successful Schools: Guidebooks to Effective Educational Leadership. Volume 1.
PUB DATE- 92
NOTE- 208p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Effectiveness; Administrators; *Decision Making Skills; Educational Administration; Educational Objectives; *Educational Planning; *Educational Strategies; Elementary Secondary Education; Evaluative Thinking; *Needs Assessment; *Problem Solving; *Strategic Planning

*School Readiness; Staff Development; State Departments of Education; Student Placement; Teacher Role; *Transitional Programs
IDENTIFIERS- *Project STEPS KY

This information packet was produced as part of outreach activities of Project STEPS (Sequenced Transition to Education in the Public Schools) which was created to develop an early childhood transition model for young children with disabilities. The model is intended to assist state and local agencies and covers four major component areas of transition: administration, staff involvement, family involvement, and child preparation. The packet is divided into nine sections which cover the following transition issues: (1) determining background considerations; (2) determining participants in transition system design and operation; (3) creating a shared vision; (4) transition system needs assessment; (5) developing an interagency structure; (6) formulating administrative policies and procedures (e.g., Child Find, records transfers, evaluations, follow-up); (7) developing a program for staff involvement; (8) developing a program for family involvement; and (9) developing strategies to prepare the child for the next placement and to prepare the next placement to meet the needs of the child. (DB)

ED 351 822 EC 301 649

Grayson, Joann, Ed.; Bartlette, Don
Child Abuse and Developmental Disabilities.
SPONS. AGENCY- Virginia State Dept. of Social Services, Richmond.
PUB DATE- 92
NOTE- 23p.; Feature article, appearing on pages 1,3-4,6-7,10,12-13,16.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- At Risk Persons; *Child Abuse; Child Advocacy; Child Neglect; Data Collection; *Developmental Disabilities; Ethics; Etiology; *Incidence; Intervention; Prevention; Rape; Respite Care

Literature indicating high rates of abuse in this population is reviewed, as is literature indicating high rates of developmental disabilities in child victims of abuse. Problems in data collecting practices are noted. Reasons for these children's greater risk for abuse are identified, including child attributes, stress, parent vulnerabilities, deteriorating interaction between adult and child, and a culture which fosters attitudes conducive to maltreatment. These findings are discussed in terms of problems of determining cause and effect and inadequacies in detection and reporting. The article also examines complex ethical issues raised by cases of possible child abuse or neglect, treatment considerations, and major schools of thought concerning effective prevention. Other brief articles in the newsletter describe a Seattle Rape Relief program, a Virginia respite resource project, the editor's ideas concerning child abuse and developmental disabilities, the Healthy Start Program, Project SpecialCare, Nurturing Programs, the PACER (Parent Advocacy Coalition for Education Rights) Center in Minnesota, the Center for Child Protection in San Diego, (California) and Boys Town (Nebraska). Additionally, 10 relevant organizations and 18 book and video resources are briefly described. An attached bibliography lists 38 references. (DB)

Research/Technical (143)
DESCRIPTORS- Agencies; *Cultural Differences; Cultural Influences; Cultural Pluralism; *Developmental Disabilities; Family Programs; Females; *Human Services; Policy Formation; Poverty; Public Policy; Services; Sex Bias; Sex Stereotypes; Social Bias; Social Class; *Social Integration; Sociocultural Patterns; State Standards
IDENTIFIERS- *Family Policy

This policy bulletin summarizes research findings about governmental and agency policies on community integration for people with developmental disabilities. It focuses on multicultural aspects of disability and family policy. The first section discusses implications of a multicultural perspective and identifies trends which take account of cultural influences on families receiving human services. The second section (by Rannveig Traustadottir) examines gender, disability, and family policy. It compares two rationales for family policy and family support services, suggesting that family support services may be based on outdated gender stereotypes which assume the consistent input of women's unpaid work in the home. Policymakers and service providers are urged to become aware of stereotypical assumptions underlying policies and practices. The third section (by Susan O'Connor) focuses on culture, disability and family policy. It notes the tendency of the dominant culture to see cultural differences as deficiencies. The fourth section is by Bonnie Shoultz and considers social class and disability. It identifies class categories, discusses the relationship of human services to family class positions, and considers the connections between poverty and disability. The final section offers recommendations for state level and agency level policymakers. (Contains 18 references.) (DB)

ED 351 843 EC 301 670

Bishopswood: Good Practice Transferred.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Institutional Cooperation; *Learning Disabilities; *Mainstreaming; *Mental Retardation; Preschool Education; Program Development; Regular and Special Education Relationship; Resource Teachers; School Community Relationship; *Severe Disabilities; *Special Schools
IDENTIFIERS- *Bishopswood School (England); England

This publication describes the program at Bishopswood Special School (Oxfordshire, England) which has gone from serving children (ages 2-16) with severe learning difficulties in a special school setting to full integration of all pupils and staff into three mainstream schools. Bishopswood School is described as currently having its own budget, governing body, headteacher, staff, and a pupil roll of 46, but no school building. This report opens with a background discussion of the decision to integrate, reviews the experience of the three partner schools, and outlines the establishment of the new Outreach Service. Additional sections provide information on buildings, curriculum, staffing, finance, and administration. The advantages and concerns of the Bishopswood approach are discussed in the final section, and an historical summary is provided as an appendix. Photographs illustrate the

*Spanish; *Spanish Literature
IDENTIFIERS- *Borges (Jorge Luis); Ficciones

This performance guide is the result of work conducted at the University of Virginia's National Endowment for the Humanities Summer Institute, 1989, on "Spanish Literature in Performance," in which 25 secondary school Spanish teachers studied Spanish texts from the perspective of classroom performance to deepen knowledge of the texts and discover ways to stimulate teaching and appreciation of literature in the high school classroom. The guide distills and synthesizes issues raised during the institute into background material, topics for conversation, and performance activities for classroom use based on the texts "Ficciones" by Jorge Luis Borges. It is not a literary analysis of the text. Contents include: substantial background material on the author and the cultural context of the literary work; a variety of activities based on this cultural information; a summary of themes, stories, and symbolism; activities based on this and other works of the author; notes on staging the text; and a brief bibliography of materials by the same author and instructional resources, both print and audiovisual. (MSE)

ED 351 867 FL 020 737

Gies, David Thatcher, Comp.
"Romancero gitano y Bodas de sangre," Federico Garcia Lorca. Performance Guides to Spanish Texts.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 89
NOTE- 45p.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Authors; Class Activities; Classroom Techniques; *Cultural Context; Cultural Education; *Drama; *Literature Appreciation; *Oral Interpretation; *Poetry; Secondary Education; Second Language Instruction; Second Languages; Spanish; *Spanish Literature
IDENTIFIERS- Bodas de Sangre; *Garcia Lorca (Federico); Romancero Gitano

This performance guide is the result of work conducted at the University of Virginia's National Endowment for the Humanities Summer Institute, 1989, on "Spanish Literature in Performance," in which 25 secondary school Spanish teachers studied Spanish texts from the perspective of classroom performance to deepen knowledge of the texts and discover ways to stimulate teaching and appreciation of literature in the high school classroom. The guide distills and synthesizes issues raised during the institute into background material, topics for conversation, and performance activities for classroom use based on the texts, "Romancero gitano" and "Bodas de sangre" by Federico Garcia Lorca. It is not a literary analysis of the text. Contents include: substantial background material on the author and the cultural context of the literary work; a variety of activities based on this cultural information; a summary of themes, stories, and symbolism; activities based on this and other works of the author; notes on staging the text; and a brief bibliography of materials by the same author and instructional resources, both print and audiovisual. (MSE)

ED 351 868 FL 020 738

Gies, David Thatcher, Comp.

places.
LANGUAGE- Spanish; English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Banking; Banking Vocabulary; *Business Administration; Computer Assisted Instruction; Cultural Awareness; English; Exports; Imports; *Intercultural Communication; *International Trade; *Languages for Special Purposes; Office Management; Second Language Instruction; *Spanish

The Transnational Spanish Language Project curriculum is a set of instructional materials designed to enhance intercultural business communication between North American and Spanish American cultures. The curriculum covers three areas: office procedures; banking; and import/export business. Lessons, all in Spanish, are intended for English-speakers with at least 2 years of Spanish language instruction. Microcomputer-based exercises are included. The instructional materials include: two introductory lessons; an eight-lesson unit on office procedures; a six-lesson unit on banking; a seven-lesson unit on exports and imports; four lessons using supplementary readings; an answer key; a guide to use of the related computer program (software not included); information on related literature, including an annotated bibliography; and a list of individuals and organizations. Also included are a final report on the materials development project, materials disseminated to potential course audiences, and copies of completed materials evaluation forms. (MSE)

ED 351 888 FL 020 769

Garrott, Carl L.
Materials and Purchasing Management: The Foreign Languages Department.
PUB DATE- 1 Jul 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Budgeting; College Administration; *Departments; Facility Inventory; Higher Education; Long Range Planning; Money Management; *Office Management; *Program Administration; *Purchasing; Resource Allocation; *Second Language Learning; *Strategic Planning

Each college foreign language department needs to use its limited resources with long-term goals in mind. Strategic planning requires the department to make sense of innovations in technology, present and future costs, enrollment trends, product life cycles, student characteristics, methodology, programmed or non-programmed needs, and vendors. In selecting a product and vendor, considerations include price, quality, service, reliability, credit, and shipping costs. Because all materials are used immediately upon receipt and/or stored, inventory control is an integral part of purchasing and materials management. Inventory should record quantitative and qualitative data on equipment, furniture, and books. Newer technologies deserve special attention in strategic planning. Because purchasing and materials management is successful only if the department uses funds efficiently, a budget strategy helps control expenditures. The distinction between actual and budgeted expenditures is important, and the budget variance report can help control the budget. The department must have a

Astin, Alexander W.; And Others
The American Freshman: National Norms for Fall 1989.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 92
NOTE- 281p.; For related documents, see HE 025 963-967. Appendix F contains statistical data which will not reproduce well due to faint, uneven, small type.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Career Choice; *College Freshmen; Colleges; Comparative Analysis; Course Selection (Students); Data Collection; Degrees (Academic); Higher Education; Majors (Students); National Surveys; Research Methodology; Statistical Data; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; *Student Interests; Trend Analysis; Universities

This report presents survey data (from 216,362 students at 403 higher education institutions) on the characteristics of students attending American colleges and universities as first-time, full-time freshmen. The normative data presented are reported separately for men and for women and for 35 different groupings of institutions. The major stratifying factors are institutional race (predominantly black versus predominantly white), control (public, private-nonsectarian, Roman Catholic, Protestant), type (university, four-year college, two-year college), and the selectivity level of the institution. A major trend identified by the survey indicates a rise in student activism: more students are reporting having been involved in demonstrations and expecting to be involved in their college years. In addition, the environment and racial discrimination continue to be among the top concerns of students. Student interest in business careers showed a modest decline down to 21.8 percent from 24.6 percent in 1987, interest in the computer field has declined as well. Degree aspirations for postgraduate study continued to rise to a record level of 59.6 percent of the freshmen surveyed in 1989. In addition, the survey indicates that drug and alcohol use appears to be declining. Appendices contain the research methodology, the 1990 Student Information Form, a list of institutions participating in the Freshmen Survey, and a sample report furnished to the participating campuses. (GLR)

ED 351 908 HE 025 963

Astin, Alexander W.; And Others
The American Freshman: National Norms for Fall 1990.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 90
NOTE- 281p.; For related documents, see HE 025 962-967. Appendix F contains statistical data which will not reproduce well due to small type.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Career Choice; *College Freshmen; Colleges; Comparative Analysis; Course Selection (Students); Data Collection; Degrees (Academic); Higher Education; Majors (Students); National Surveys; Research Methodology; Statistical Data; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; *Student Interests; Trend Analysis;

Research; Educational Resources; Foreign Countries; General Education; Higher Education; Learning Theories; Lifelong Learning; Literacy Education; Publications; Resource Materials; School Role; Universities
IDENTIFIERS- *Syracuse Univ Publications in Continuing Educ NY

This catalog lists the materials contained in one of the special collections maintained by Syracuse University (Syracuse, New York), namely, the Syracuse University Publications in Continuing Education (SUPCE). The materials are listed in alphabetical order by code. The first section, a guide to finding SUPCE materials, describes the organization of the SUPCE Collection into three distinct units, or sets of boxes, with keys to the contents of each box. The second section is an introduction to SUPCE and its origins. Notes on the various series are included. The publications are then listed and categorized by these series: American Foundation for Continuing Education; Syracuse University Centennial Series; Clearinghouse of Resources for Educators of Adults; Distributing Agent; ERIC Clearinghouse on Adult Education; Fund for Adult Education Series; Library of Continuing Education at Syracuse University; Landmark and New Horizons Series; MSS Series; Notes and Essay Series in Continuing Education for Adults; Occasional Paper Series; Single Publications; Papers on Adult Education, University College Publications; Reports and Conference Series in Continuing Education; Reprints; Syracuse University Related Publications; William Pearson Tolley Medal Series; Syracuse University Kellogg Project Publications; and New Horizons--Electronic Journal. Each series has been assigned a three-letter code and each individual piece a number. Lists of publications in alphabetical order by title and by author follow. (YLB)

ED 351 446 CE 062 074

Charters, Alexander N., Comp.; Abbott, George, Comp.
Adult Education Sound and Video Recordings--E. S. Bird Library.
PUB DATE- 92
NOTE- 48p.; Update and revision of MSS-23.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Education; *Audiotape Recordings; Bibliographies; Citizenship Education; Community Development; Community Education; Continuing Education; Democracy; Democratic Values; Economic Development; Educational Development; Educational History; Educational Research; Educational Resources; Extension Education; Foreign Countries; Learning Theories; Lifelong Learning; Resource Materials; *Videotape Recordings
IDENTIFIERS- Syracuse Univ Publications in Continuing Educ NY

This publication lists items from the sound and video recording collection in the area of adult and continuing education in Bird Library, Syracuse University (Syracuse, New York). The major categories are sound recordings and video recordings. The items are listed in numerical order by call number. The following information is provided for sound recordings: title, author, source, and running time. Title, author, and source are listed for video recordings. A personal name index to sound and video recordings is appended. (YLB)

ED 351 447 CE 062 077

Abridged Description Listing for Adult and Continuing Education Research Collection.

networking, self-esteem, goal-setting, job search, map reading, legal rights, and a survival skills notebook. The manual describes lessons on the following topics: mathematics, measurement and geometry, algebra and utilization of formulas, blueprint reading, techniques of interviewing and job search, physical conditioning and nutrition, and mechanical- and trade-specific information and skills. The counseling component of the program and future plans are also described. Contents of the appendices are as follows: list of organizations that provide training, support, and advocacy for women in nontraditional jobs; a copy of a brochure available from CWIT; the CWIT Pre-apprenticeship Tutorial Workshop Application; and a copy of a 1991 orientation schedule. A bibliography lists 18 books, 3 films, 2 periodicals, and 8 videotapes and slideshows. (CML)

ED 351 465   CE 062 195

Human Intergroup Relations. Certification Requirement #69.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Sep 91
NOTE- 363p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Course Content; Curriculum Guides; Disadvantaged; Educational Resources; Exceptional Persons; Hearing Impairments; Higher Education; Interpersonal Competence; *Interpersonal Relationship; Learning Activities; *Learning Disabilities; Limited English Speaking; Minority Groups; *Nontraditional Students; One Parent Family; Sex Fairness; Sexual Harassment; Substance Abuse; *Teacher Education; *Teaching Methods; Units of Study; Visual Impairments; Womens Education

This document provides materials for a course in human intergroup relations for preservice or inservice teachers preparing to work with a diverse, disadvantaged group of students. The information in the guide is drawn from the faculty and student support staff of Northcentral Technical College (NTC) in Wausau, Wisconsin, which serves a variety of returning women students, nontraditional learners, single parents, minority groups (especially American Indians and Southeast Asians), and hearing and visually impaired students. The manual is divided into six modules, each of which is a course component. Module A focuses on nontraditional learners and the teaching strategies necessary to ensure the success of the group. Module B describes hearing impaired and visually impaired adult students; support services and potential employment problems as well as strategies for modification or adaptation of curriculum to meet the needs of these students are emphasized. Module C describes the special needs groups served through NTC's GOAL Learning Center. The characteristics of special needs adults and the barriers that affect the teaching/learning environment are explored. Modules D and E focus on sexual harassment, sex equity, and alcohol- and drug-addicted persons. The legalities involved and the support services available are described. Module F identifies the characteristics of limited English proficient students, the support services available to them, and how the cultures of these students affect the teaching and learning environment. Each module lists course competencies, suggested resource personnel, objectives, activities, and provides detailed information sheets. (KC)

Project Family. A Reference Manual.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 91
NOTE- 171p.; News articles may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Basic Skills; Curriculum; Curriculum Development; Educationally Disadvantaged; *Intergenerational Programs; Learning Activities; Limited English Speaking; *Literacy Education; Multicultural Education; *Parenting Skills; *Program Development; Program Evaluation; *Program Implementation; Publicity; Public Relations; Recruitment; Study Skills
IDENTIFIERS- 353 Project; *Family Literacy

This manual is designed to provide information to those interested in developing family literacy projects. Part I contains information on the design and operations of Project Family, a program to empower parents to be better role models, foster supportive environments, and express positive attitudes about education. Other topics include implementation, recruitment, and community support. Examples of effective materials are provided. Part II focuses on curriculum and instruction. An outline of steps of instruction used to structure classes is presented. These parents' curriculum materials are provided: parents' and adult core curricula on family reading and examples of how parenting and survival skills were integrated with adult basic skills development using children's stories. These children's curriculum materials are included: information on "Reading Rainbow," core curriculum, and examples of the curriculum used to implement the children's class sessions. Other contents are supplementary materials given to parents and supplementary instructional activities. Lists of additional resources include organizational, print, manipulative, and audio and/or visual aids. The manual also provides sample forms for recordkeeping, information on staff development activities, sample evaluation forms, information on program impact, and recommendations. Appendixes include sample forms and project materials. (YLB)

ED 351 488 CE 062 243

Northeast Texas Workplace Partnership Implementation Program.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- Oct 92
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Cooperative Programs; Educational Cooperation; Education Work Relationship; *Inplant Programs; *Literacy Education; Program Effectiveness; Program Evaluation; *Program Implementation; *Writing Instruction
IDENTIFIERS- Northeast Texas Community College; Partnerships in Education; *Workplace Literacy

The Northeast Texas Workplace Partnership Program developed curriculum and training materials based on the literacy requirements of the workplace for two different industries in northeast Texas--Lone Star Steel Company and Pilgrim's Pride Industries. Three advisory committees were established to involve the community, education, and business and industry in prep programs. A few states have developed programs over a number of years, but only at specific locations. Most states were just getting started. (Extensive appendixes, which make up most of this document, include samples of the most helpful responses from community and technical colleges in 26 states, sample programs provided by some of the schools, a list of national curriculum centers and state contacts for tech prep programs, information on the National Network for Curriculum Coordination in Vocational and Technical Education, a bibliography of 46 references on tech prep, and an index by program area.) (Author/KC)

ED 351 506 CE 062 275

Tech-Prep Administrative Guidelines Model. Vocational Education Curriculum Development. Bulletin No. 1899.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- Jul 91
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Articulation (Education); Competence; Competency Based Education; Course Content; *Curriculum Development; Educational Resources; High Schools; *Models; *Program Development; State Curriculum Guides; *State Programs; *Two Year Colleges; Vocational Education; Vocational Schools
IDENTIFIERS- Louisiana; *Tech Prep

This curriculum guide prepared in Louisiana suggests a model by which educational institutions may design and implement an articulated tech prep program. The following sources of information for the model are described: literature review; interviews with tech prep specialists and conference participants; visits to two exemplary programs; and interviews with personnel at 7 four-year institutions, 5 two-year institutions, and 27 technical institutes and secondary schools. The model provides objectives, current model descriptions, activities, implementation strategies, current instructional content, sources, evaluation models, and referred examples. Ten appendixes provide information on outstanding tech prep programs and samples of their forms and agreements, and a bibliography listing 16 books, 2 government publications, 28 journal and periodical articles, and 7 miscellaneous references. (KC)

ED 351 507 CE 062 276

Summer Curriculum Guide for Agriscience/Agrimarketing Programs in Louisiana. Vocational Education Curriculum Development. Bulletin No. 1898.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 91
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; High Schools; Professional Development; Program Development; Program Implementation;

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Content Area Reading; Educational Cooperation; English Teacher Education; *Inservice Teacher Education; Institutes (Training Programs); Language Arts; Postsecondary Education; Program Development; Program Evaluation; Program Implementation; *Reading Skills; Secondary Education; *Student Improvement; *Teaching Methods; Technical Writing; *Vocational Education Teachers; *Writing Skills

Staff development was provided for academic and vocational teachers interested in improving their students' reading and writing skills. The first step was to examine the need. Survey data collected from students and vocational program completers from Southern Regional Education Board-Vocational Education Consortium pilot site schools revealed a need for more attention to reading and writing skills. A Reading/Writing Institute was undertaken to address these concerns. The second step involved working with a task force to develop long-range plans. A general framework for the inservice activities was planned. During the third step, teams (identified by pilot-site coordinators) composed of a language arts teacher and a vocational teacher who were committed to improving the reading and writing competencies of students in vocational programs would implement strategies learned at the institute, and would provide leadership and instruction to other teachers. The fourth and fifth steps included conducting face-to-face inservice sessions and preparing and distributing newsletters. During the 2-day institute, 125 participants learned to use a number of different reading and writing strategies. They met with others from their states and pilot sites to formulate plans of action for the coming school year. The evaluation step consisted of a survey of use of the strategies. A problem with offering over-time staff development was high turnover of participants in a conference setting. (YLB)

ED 351 524 CE 062 338

Burnham, Catherine
Improving Written Instructions for Procedural Tasks. Working Papers.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Coding; Instructional Materials; *Job Skills; Layout (Publications); *Material Development; *Methods; Postsecondary Education; Secondary Education; *Technical Writing; Textbook Preparation; Vocational Education; *Writing Improvement
IDENTIFIERS- *Following Directions

Guthrie, Bennett, and Weber (1990) have proposed a transformational model of procedural document processing. They suggest that successful completion of written instruction occurs when sources of information are combined with certain cognitive processes. Optimal combinations of information and cognition include the following: using the exposition to help form the conceptual model of the task; using the written steps to help encode the procedures (identify and execute the steps); and using the graphic representation of the outcome to foster self-testing. To recognize or select well-constructed procedural documents, text and graphics must be examined

People; *Literacy Education; *Program Effectiveness; Program Evaluation; Program Improvement; *Statewide Planning; *Teaching Methods
IDENTIFIERS- *Arkansas; Stewart B McKinney Homeless Assistance Act 1987

An evaluation was conducted of the Arkansas adult education for homeless persons program funded through the Stewart B. McKinney Act. Evaluation activities included the following: a review of program applications; onsite inspection of the classrooms and materials for the homeless; observation of class activities; and interviews with program directors, shelter and agency administrators, program instructors, classroom aides, and a sample of participants from programs operating during the evaluation period. Evaluation results included the following: (1) adult education for homeless persons projects provide a variety of education services through a diversified and appropriate delivery system; (2) homeless adults recognize their needs and are very much interested in becoming better trained, educated, and employed; (3) adult education programs need to be extended to provide education for life; (4) conventional quality achievement measurements may not be appropriate for evaluation of projects for the homeless; (5) project personnel are dedicated and competent; and (6) positive community relationships between homeless and residential populations may be enhanced by education for the homeless programs as evidenced by staff interactions with other resource and service providers. Recommendations were made to develop lessons for students who attend only a few hours or a few sessions, for recruiting strategies planned to maximize networking opportunities, for complete monthly reports submitted to the state adult education office, and for student progress assessment and recording periodically during the project period. (The report contains profiles of successful practices, such as sign puzzles, success building, and community networking, and an appendix includes evaluation questionnaires). (KC)

ED 351 542 CE 062 400

Merren, John
Thoughts on the Future of Correctional Education.
PUB DATE- 91
NOTE- 9p.; Manuscript "Published in Four Issues of The Slate (Newsletter of the Correctional Education Association), Summer and Fall 1990, Winter 1990-91, Spring/Summer 1991."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Correctional Education; Correctional Institutions; *Correctional Rehabilitation; Crime Prevention; *Critical Thinking; Curriculum Development; *Decision Making; Futures (of Society); Individual Development; Integrated Curriculum; Needs Assessment; *Problem Solving; Program Development; Staff Development

The primary needs of offenders seem to be the abilities to make appropriate decisions about their behavior and to make the decisions in appropriate social and ethical contexts. Meeting these needs should logically be the first priority of offender programs. The high priority of improving decision making need not mean that other offender needs must be ignored. Critical thinking curricula hold the greatest promise for correctional education. A suggested model instructs all offenders at the first opportunity in improved methods of problem solving. The

NOTE- 38p.; For the 1987 edition, see ED 291 897.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Citations (References); Educational Resources; *Equivalency Tests; *High School Equivalency Programs; High School Graduates; Military Training; *Outcomes of Education; Research Reports; Teaching Methods; Testing; *Testing Programs
IDENTIFIERS- *General Educational Development Tests

This document is a 596-item list of books, papers, journal articles, dissertations, and other materials concerning the General Educational Development (GED) tests. Topics covered include postsecondary educational outcomes for GED completers, military aspects of the GED program, scoring GED tests, test norms, benefits of participation in the GED program, social studies and the GED, adult learning, teaching methods, test coaching, measuring writing ability, reading skills, using newspapers for delivering GED programs, veterans' performance on the test, and statewide follow-up studies of GED test completers. (KC)

ED 351 560 CE 062 437

Robinson, Jacquelyn P.; Shannon, David
The Meaning of Work: A High School Perspective.
PUB DATE- Nov 92
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Consumer Education; Grade Point Average; High Schools; *High School Students; Home Economics; *Values; *Work Attitudes; Work Ethic

Because of a recognition that the requirements of employees and the work values held by young people have been changing, a study was conducted to determine the meaning associated with work among high school consumer and homemaking home economics students. The effect of two independent variables, grade level and grade point average (GPA), was studied. Data were gathered from 230 students in grades 7-12, with an average age of 17; 40 percent were from rural schools and 60 percent attended urban schools. The survey was conducted through classroom administration of Part I of the Meaning and Value of Work scale developed by Kazanas (1975) and demographic information measures. Results following analysis of variance showed no significant main effects were revealed, although three main effects were revealed on three subscales. The study found that students with GPAs of B or below had a more global orientation than those with A averages. The study also found that students in 12th grade viewed work as less status oriented than students from the other high school grade levels. Students viewed work as more dependent upon society's expectations in earlier grades, and students with A averages viewed work as less dependent upon society's expectations. Further research taking into account more variables was suggested, along with increased career education. (15 references) (KC)

ED 351 561 CE 062 439

Rural Workplace Literacy Demonstration Project. Final Performance Report.

focused on skills identified as necessary for improved job performance and career mobility in the health care field. A team approach integrated social support with instruction through ongoing collaboration among the learning advocates (a union member who assisted in recruiting and other forms of support, a counselor, and an instructor). The program provided workplace literacy skills for workers with limited English, improved workers' basic skills, and assisted workers in furthering their education and training goals. Three types of materials were produced: (1) a curriculum guide for health care workers with outlines for courses in reading and writing upgrade, English as a Second Language for nurse assistants, and test-taking skills; (2) an educational opportunity guide with a comprehensive listing of health care related training and basic skills programs; and (3) two books of student writings. (Appendixes include the final evaluation report; curriculum guide with a skills clusters list, sample course outline, and sample lesson(s) for each course; educational opportunities guide that lists educational programs in these categories: occupational training, community college, adult school, and library and community tutoring; and two books of student writings--one with essays answering the question, "What was useful about the classes attended?" and the other reflecting students' concerns at work, in class, and in their lives.) (YLB)

ED 351 578 CE 062 480

Mercer County Community College Workplace Skills Project. Grant Period March 1, 1991-August 31, 1992. Final Evaluation.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 281p.; For related documents, see CE 062 481-501.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Adult Literacy; Continuing Education; *Cooperative Programs; *Education Work Relationship; *Functional Literacy; Literacy Education; Mathematics Skills; Problem Solving; Reading Skills; School Business Relationship; Stress Management; Time Management; Writing Skills
IDENTIFIERS- *Workplace Literacy

This final report of an 18-month workplace literacy project (a partnership of Mercer County Community College, a large automobile components parts manufacturer, a hospital, a physics laboratory, and a chemical plant) contains the following: (1) and introduction; (2) a performance report on nine goals of the program; (3) a schedule of accomplishments, including a month-by-month plan of operation; (4) a report of participant outcomes; (5) the results of a partner assessment survey; (6) a description of dissemination plan; (7) an external evaluation; (8) a list of key personnel; (9) a summary of the impact of the project; and (10) sample evaluation survey questionnaires. Outlines are provided for the following courses: reading; written and oral communication; basic science; work survival skills; English in the workplace; industrial English as a Second Language; basic math I, II, and II; becoming an active listener; basic writing; math for front line supervisors; English as a Second Language for hospital staff; winning telephone tips; time management; how to conduct a staff meeting; managing stress; creative problem solving; business writing; physical sciences overview for lab technicians; reading a blueprint; customer service; presenting a positive

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Course Selection (Students); Decision Making; Educational Research; Elective Courses; Enrollment Influences; High School Graduates; High Schools; High School Seniors; Student Educational Objectives; Student Interests; *Student Participation; *Vocational Education
IDENTIFIERS- Carnegie Unit; High School and Beyond (NCES); High School Transcript Study 1987

Information about the courses taken by high school seniors in 1982 and 1987 was analyzed. Data for 1982 came from the high school transcripts collected for the sophomore cohort of High School and Beyond. Data for 1987 came from the high school transcripts of a national sample of 1987 high school seniors in the High School Transcript Study of 1987. Analyses showed the following: (1) in both 1982 and 1987, 98 percent of all high school graduates completed at least one vocational course at some time during high school; (2) between 1982 and 1987, high school students increased the number of academic Carnegie units earned by taking additional courses rather than substituting academic for vocational or other courses; and (3) in 1987, there was no difference between white and black high school graduates in number of units accumulated in vocational education. The amount of vocational education taken by students varied greatly. Business programs were the most popular vocational programs; other programs in descending order of popularity were as follows: trade and industry, technical and communication, occupational home economics, marketing and distribution, agriculture, and health. In both years, as the amount of vocational education taken by students increased, students tended to take fewer units of advanced English, math, science, fine arts, and foreign language. (Eight tables and five figures are provided. Appendixes include methodology and technical notes, standard errors and unweighted Ns, and 21 supplementary tables.) (YLB)

ED 351 601 CE 062 505

Enterprise & Innovation. Teacher Resource Manual. Interim.
PUB DATE- 92
NOTE- 171p.; Highlighted blocks may not copy clearly.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Administration; Classroom Techniques; *Course Content; *Educational Resources; *Entrepreneurship; Foreign Countries; High Schools; High School Students; *Learning Activities; *Lesson Plans; Small Businesses; State Curriculum Guides; *Teaching Methods
IDENTIFIERS- Alberta

This teacher resource manual is a support document developed to assist teachers responsible for Enterprise and Innovation courses; it is intended to be used in conjunction with the corresponding program of studies in the curriculum for Alberta, Canada. The manual has been developed to assist classroom teachers by providing the following: (1) instructional strategies, such as small groups and teaching for thinking; (2) venture project development alternatives; (3) evaluation strategies; (4) learning resources; (5) resources correlated by module; and (6) other learning materials and resource agencies. Lesson plans are developed identifying concept and learner study psychology graduate students (N=79) were surveyed about experiences of homophobic bias they encountered in their programs. The survey asked students questions about their exposure to anti-gay, -lesbian, and -bisexual content in textbook passages, instructor comments, and other facets of graduate training. All but two of the respondents identified as lesbian, gay, or bisexual. These were the implications of the results: (1) psychology programs not only fail to make appropriate mention of gay topics, they also at an alarming rate, misinform, miseducate, and mislead people who will educate others regarding sexuality issues; (2) in nearly all cases course instructors fail to refute the misstatements of textbooks; (3) students' attempts to expand curricula, to further research, and to fill the existing void of information are thwarted not only by instructors, but also by practicum advisors, administrators, and thesis advisors; and (4) the burden of educating other students currently lies with gay, lesbian, and bisexual students, with the student, rather than the instructor or program becoming the vehicle for advancement of the field. (ABL)

ED 351 619 CG 024 619

Ryujin, Donald H.; Abitia, Fred B.
Self-Esteem and Anger among African-American Students.
PUB DATE- Aug 92
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anger; *Black Students; *College Students; Higher Education; Racial Bias; Racial Discrimination; *Racial Identification; Self Concept; *Self Esteem; Self Evaluation (Individuals)
IDENTIFIERS- *African Americans

Self-esteem may be an issue for certain minority groups more than others. In particular, given their long and difficult history, this issue may be of more relevance to minorities of African-American descent. To assess whether renewed signs of racism at a college were negatively affecting the self-esteem of African-American students the Race Identity Attitude Scale (RIAS) was administered to 22 African-American college students and 35 Euro-American college students. While no intra-racial sex differences occurred, all cross-racial comparisons were highly significant. Relative to whites, blacks did not have lower self-esteem. Moreover, blacks were comfortable with their racial identity and did not evidence any racial self-hatred or self-denigration. Their significantly higher scores on the encounter and initialization scales of the RIAS indicates that while these students are encountering new racial experiences, they are able to comfortably incorporate these experiences into their self-concept. More interesting is the significantly higher score of African-American students on the immersion-emersion scale. The higher scores on this scale indicates the students' acceptance of, and interest in, their racial heritage. However, it also indicates anger. This anger may reflect students' response to the renewed racism on college campuses. Such racism is not causing blacks to reject their racial heritage, but is creating anger at those who question the legitimacy of minority students. (ABL) help children cope with many of life's problems. Through bibliotherapy, readers can see themselves as aligned with characters, situations, and experiences that give them a sense they are not alone. (A list of books which focuses on African American, American Indian, Asian, and Hispanic ethnic/racial groups is included. Approximate reading levels by age are noted with key descriptors of the subject.) (ABL)

ED 351 639 CG 024 640

Johnson, Kate, Ed.
Adult Career Counseling Center: Ninth Annual Report. September 1991 - June 1992.
PUB DATE- Jun 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Counseling; Adults; *Career Counseling; Counseling Effectiveness; *Counseling Services; Higher Education; Program Effectiveness; *School Counseling; Transitional Programs
IDENTIFIERS- Computer Assisted Career Guidance; Computer Assisted Counseling

This report provides an overview of the continuing development and use of the computer-assisted career guidance systems at the Adult Career Counseling Center of Oakland University in Rochester, Michigan during its ninth year of operation (September 1991 - June 1992). The report includes the following: (1) history of the development of the Adult Career Counseling Center and computer-assisted career guidance programs at Oakland University; (2) mission of the Adult Career Counseling Center; (3) description of the Adult Career Counseling Center; (4) description of the computer-assisted career guidance systems, including DISCOVER for Colleges and Adults, System of Interactive Guidance and Information Plus (SIGI PLUS), Michigan Occupation Information System (MOIS), and the Realistic Assessment of Vocational Experiences (RAVE); (5) client demographic information; (6) inservice training; (7) public relations; (8) coordination with Practicum Counseling Center; (9) past, current, and ongoing research, including research on family influences in career choices among Korean students and the effects of underemployment on self-esteem; and (10) plans for improving services of the Adult Career Counseling Center. The appendix includes a report on the Pontiac Adult Career Counseling Center; a report on auxiliary grant supported services; and a description of career counseling and information resources at Oakland University. (ABL)

ED 351 640 CG 024 641

Minton, Henry L.
Empowerment Versus Control: Historical Accounts of Lesbian and Gay Lives.
PUB DATE- Aug 92
NOTE- 26p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Employment; *Family Caregivers; Higher Education; *Older Adults; Sex Differences; *Student Attitudes

Family care of elderly parents is increasing. The typical caregiver is a married middle-aged daughter who often has additional employment and family responsibilities. Not surprisingly, female caregivers of the elderly report more stress than male caregivers. This study examined perceptions of the nurturance, professional competence and stresses of women and men described as providing either 1-2 or 5-6 daily caregiving hours to elderly parents, and as either reducing their employment hours to provide such care or working full-time. College student raters (N=160), aged 18-24 years, evaluated one of eight employed married adults described as either female or male, as providing 1-2 or 5-6 caregiving hours daily to elderly parents, and as either reducing employment hours to provide such care or working full-time. Caregivers employed full-time were seen as more professionally competent but more stressed than those working reduced hours. Full-time employment diminished perceptions of women's nurturance; reduced employment hours lowered evaluations of men's professional competence. Men who reduced employment hours and provided more care were viewed more positively than comparable women. This finding may exemplify the tendency to magnify the performance of an unanticipated behavior. (ABL)

ED 351 659 CG 024 662

Turkel, Joseph
Necessary Lies and the "Secret Self": Preconscious Fantasies as a Response to Childhood Trauma.
PUB DATE- 15 Aug 92
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cognitive Style; *Coping; *Family Relationship; *Fantasy; Parenting Skills; *Parents; Psychological Characteristics; Psychological Patterns; Theories
IDENTIFIERS- *Traumas

This paper examines the consequences of the chronic trauma produced by parental inadequacy, when the need to know a painful reality is coupled with the need not to know. It follows what the author believes was Freud's intent in making a distinction between the processes of denial and disavowal. In particular, the paper examines the fantasy that occurs as part of the work of disavowing a psychic trauma that must be dealt with, and the pervasive cognitive style, which Freud called "splitting of the ego," associated with the fantasy. It argues that clinically, the presence of this cognitive style serves as an identifying marker for the processes under discussion, and analysis of this style is key to the treatment. A clinical example of a 36-year-old woman who entered treatment with overwhelming feelings of unhappiness is used to make the ideas concrete. It is noted that the "to and fro between disavowal and acknowledgement" characteristic of the doublethink process creates confusion not only in the patient but in the therapist articulate about culture once the topic was introduced. Interviews yielded information which, from a cultural framing standpoint, was grouped into four headings: cultural background, cultural sensitivity, cultural awareness, and cultural constraints. Educationally, more attention should be given to the role of culture in reporting, not only to the origin of intercultural perceptions but also to appropriate journalistic methodologies. Journalists striving for a clear understanding of events in another culture should utilize methods that are sensitive to local conditions and, to some extent, that attempt to portray other cultures on their own terms rather than merely through the cultural filters of the journalist. (Thirty-six references and two appendixes--listing the books examined and providing information regarding the foreign correspondents interviewed--are attached.) (Author/SR)

ED 351 679   CS 213 536

Lester, Paul
Photojournalism Issues for the 1990s: Concerns for All Teachers of Journalism Courses.
PUB DATE- Aug 92
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992). Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computers; *Ethical Instruction; *Ethics; Higher Education; *Journalism Education; Photographs; *Photography; *Photojournalism; Technological Advancement
IDENTIFIERS- Educational Issues

Journalism instructors are concerned that the credibility of images and consequently of words will suffer if the image content, as the photographer took the picture at the time, is altered by a computer operator far removed from the actual scene. Any discussion of picture manipulation ethics must take into account where and why a picture was used--its context. Most past violations of ethical standards have come about because an internal element of the picture has been altered or removed. Educators must teach themselves how computer software can be used to make all of the traditional darkroom manipulations and how that same software can be used to manipulate the content of those images. But concentration on the picture manipulation issue detracts from other important issues that face photography and photography educators. Picture manipulation is an important topic, but since it has been a constant theme in photography since at least 1839, it is not the most interesting ethical question. Victims of violence and right to privacy issues are much more interesting ethical problems for students than whether it is proper to erase a line through a picture or move a pyramid. Photojournalism educators accept subject and picture manipulations within an advertising context, but "shock ads" blur the distinction between advertisement and editorial. Technology is causing a merger between words and images. A theory that can explain and set within a context the rapid merging of words and images is desperately needed. Educators with word and image backgrounds need to work together to anticipate the social, economic, and educational changes that will arise as technology proceeds. (Five figures of famous photographs altered through the use of computer software are included.) (RS)

Civil rights issues of disabled people are gradually gaining attention from the news media. Deaf persons made that clear in 1988 during the "Deaf President Now" movement at Gallaudet University. A study looked at "Washington Post" and "New York Times" coverage of deaf persons from 1986 to 1990 to quantify the coverage and presentation of deaf persons. The research compared articles on the Deaf President Now movement and general articles on deaf persons to discern if deaf people are covered within traditional or progressive disability models. The analysis looked at how the models were presented in terms of content and placement. The study also tried to discern any change in newspaper presentation after the Gallaudet protest. Both deaf and hearing coders were used in analyzing the data. Findings showed that deaf persons and their issues are rarely prominent news unless they are involved in a civil rights protest. When they are part of a protest, newspaper coverage follows a progressive model, showing deaf persons as a legitimate minority group and as culturally plural people. When they are covered within general news and features, many times they are presented as medically or economically defective. After the protest, the presentation of deaf persons improved and became more even-handed. In the two years after the protest, the number of stories reflecting the traditional forms of presentation fell from 62% to 40%. (Four tables of data are included and 37 references are attached.) (Author/SR)

ED 351 699 CS 213 602

Chen, Rong
Ambiguity Can Be Pragmatic, and a Good Thing, Too.
PUB DATE- Apr 92
NOTE- 16p.; Paper presented at the Annual Conference on Pragmatics and Language Learning (6th, Urbana, IL, April 2-4, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ambiguity; *Communication (Thought Transfer); Discourse Modes; Higher Education; Language Usage; *Pragmatics; Semantics
IDENTIFIERS- Communication Behavior; Communication Strategies; Conversation

Both the speaker and hearer of a conversation can make use of ambiguity to achieve their special purpose in a given situation. The strategies stemming from pragmatic ambiguity offer distinct advantages to speakers and hearers. When dealing with ambiguity, linguists have concentrated on the source of ambiguity and how to analyze it. References to ambiguity among pragmaticists, however, has been sporadic. Strategies of ambiguity include deliberate ambiguity as well as intending two meanings simultaneously. These strategies, especially the second, are frequently adopted by creative writers to form word play. A third strategy, invoking words or phrases with both a literal meaning and an idiomatic meaning, are used commonly by joke tellers and humorists. Strictly speaking, this strategy is deceptive in nature. A fourth strategy involves openly meaning one thing by hoping to communicate a second, more hidden meaning. Besides these strategies for speakers, the hearer can achieve a particular communicative goal through pragmatic ambiguity as well. Examples from "The Silence of the Lambs" and "Roseanne" demonstrate how a listener can act as if an offensive utterance was actually ambiguous, thus forming a tactful response. In these ways, ambiguities, which at first

IDENTIFIERS- *Computer Mediated Communication; *Computer Mediated Communication Systems; Small Group Communication

The research on Computer-Mediated Communication (CMC) is largely inconsistent. These inconsistencies may be attributed to the different system software, tasks, subjects, and methodological designs. A study utilized a commercially developed conferencing software (Quickmail) to allow other researchers to gain easy access to the software and form a basis for future comparative study. Quickmail was used to compare the effects of Face to Face (FTF) and CMC among 144 undergraduate participants on communication variables in a two-stage (idea generation and idea evaluation) design. Results indicated that more ideas were generated within CMC than in FTF, and participants engaged in more off-task comments in FTF than in CMC. No differences were found on process satisfaction, decision outcome satisfaction, and consensus. Research limitations and practical implications are addressed. (Three figures are included and 47 references are attached.) (Author/SR)

ED 351 719 CS 507 948

Kaye, Michael
Adult Communication Management in Adult Vocational Education: A Contemporary Australian Perspective.
PUB DATE- May 92
NOTE- 30p.; Paper presented at the Annual Meeting of the International Communication Association (42nd, Miami, FL, May 20-25, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adults; *Andragogy; *Communication (Thought Transfer); Educational Theories; Foreign Countries; Higher Education; *Professional Training; *Vocational Education
IDENTIFIERS- *Adult Communication Management; Australia (Sydney); Communication Competencies; University of Technology Sydney (Australia)

Noting that the field of adult vocational education has grown significantly, this paper outlines one way that the field of communication studies has been specifically and selectively applied to the initial and continuing professional development needs of adult vocational educators at the University of Technology in Sydney Australia. The paper notes that this field is constituted by human resource developers, industry trainers, instructors from the armed services, and vocational teachers in technical and further education colleges--groups which, for the most part, form the undergraduate and graduate student body in schools of adult and vocational education in Australian universities. The paper places particular emphasis on the continuing evolution of a new applied theoretical perspective known as "adult communication management." The paper discusses the general features, underlying assumptions, and the conceptual framework of adult communication management. The paper concludes with a discussion of how adult communication management should continue to develop as a field of study in adult vocational education within Australian universities. (Ninety-one references are attached.) (RS)

ED 351 720 CS 507 951

Garcia, Georgia Earnest
Understanding Classroom Communication from an Ethnographic Perspective. Technical Report No. 562.

Understanding 'Travelers' Tales' for Cross-Cultural Adaptation" (W. Barnett Pearce and Kyung-Wha Kang); "The Adjustment of Sojourners" (Adrian Furnham); "Psychological Acculturation of Immigrants" (John W. Berry and others); "Communication in Assimilation, Deviance, and Alienation States" (Michael McGuire and Steven McDermott); "Strangers and Hosts: An Uncertainty Reduction Based Theory of Intercultural Adaptation" (William B. Gudykunst and Mitchell R. Hammer); "Cross-Cultural Adaptation and Perceptual Development" (Muneo Jay Yoshikawa); "The Psychological Adaptation of Soviet Immigrants in Australia" (Ronald Taft); "Culture Barriers as a Social Psychological Construct: An Empirical Validation" (Ingemar Torbiorn); "Locus of Control and Communication Patterns of Immigrants" (June O. Yum); "Cross-Cultural Adaptation and Diversity: Hispanic Americans" (Lorand B. Szalay and Andres Inn); "Changes in the Lateralization Pattern of Two Immigrant Groups in Sweden" (Edith Magiste); "Interethnic Perceptions and Relative Deprivation: British Data" (Deepa Punetha and others); "Common Ethnicity and Separate identities: Interaction between Jewish Immigrant Groups" (Walter P. Zenner); and "Refugee Resource Acquisition: The Invisible Communication System" (Carol A. Mortland and Judy Ledgerwood). (Chapters include references.) (RS)

ED 351 738 CS 508 013

Kim, Young Yun, Ed.; Gudykunst, William B., Ed.
Theories in Intercultural Communication.
PUB DATE- 88
NOTE- 324p.; For Volume 11, see CS 508 012.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Communication Apprehension; Communication Research; Cultural Context; *Cultural Differences; *Intercultural Communication; Research Methodology; Theories; Theory Practice Relationship
IDENTIFIERS- Communication Behavior

Updating an earlier issue of the "International and Intercultural Communication Annual" (Volume VII, 1983), this collection of 13 essays represents the major approaches to the study of intercultural communication, as well as of communication in general. Papers in the collection are: "On Theorizing Intercultural Communication" (Young Yun Kim); "A Taxonomic Approach to Intercultural Communication" (Larry E. Sarbaugh); "A Constructivist Theory of Communication and Culture" (James L. Applegate and Howard E. Sypher); "Coordinated Management of Meaning: A Critical Theory" (Vernon E. Cronen and others); "Cultural Identity: An Interpretive Perspective" (Mary Jane Collier and Milt Thomas); "Uncertainty and Anxiety" (William B. Gudykunst); "Communication Accommodation in Intercultural Encounters" (Cynthia Gallois and others); "Episode Representations in Intercultural Communication" (Joseph P. Forgas); "Intercultural Conflict Styles: A Face-Negotiation Theory" (Stella Ting-Toomey); "Network Theory in Intercultural Communication" (June Ock Yum); "A Theory of Adaptation in Intercultural Dyads" (Huber W. Ellingsworth); "The Convergence Theory and Intercultural Communication" (D. Lawrence Kincaid); and "Intercultural Transformation: A Systems Theory" (Young Yun Kim and Brent D. Ruben). (Chapters include references.) (RS)

ED 351 739 CS 508 014

Ting-Toomey, Stella, Ed.; Korzenny, Felipe, Ed.

Report of the Minnesota Department of Education Survey of School Buildings: 50 Years and Older.
PUB DATE- Feb 90
NOTE- 25p.; School Building Survey contains small, light type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Facilities; *Educational Facilities Design; *Educational Facilities Improvement; Elementary Secondary Education; Equal Facilities; *School Buildings; School Safety; School Space; *State Standards
IDENTIFIERS- *Minnesota

Findings of a study that determined the physical conditions of Minnesota's public school buildings 50 years and older are presented in this report. Data were obtained from a survey that was distributed to 367 school districts that have 614 buildings 50 years and older. Responses were received from 398 buildings in 242 school districts. Findings indicate that buildings 50 years and older are in general usage statewide and that they present multiple inadequacies in applicable codes and standards including health and safety, handicapped access, and functional adequacy. Over 75 percent reported inadequate site sizes in which future expansion is limited. Recommendations are made to develop and implement a comprehensive statewide monitoring and inspection system, to assess the cost of building improvement, and to identify the adequacy and cost-effectiveness of funding resources. Six tables are included. Appendices contain the survey form and a list of responding schools. (Contains 7 references.) (LMI)

ED 351 760   EA 024 447

Renewing Public Dialogue. 1992 Education Agenda.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Policy; Elementary Secondary Education; Organizational Change; Policy Formation; *Public Support; *School Restructuring; *Systems Approach

This document outlines the 1992 proposals of the Education Commission of the States (ECS) to gain public commitment and to assist state leaders in translating educational vision into reality. The first part examines the need for systemic educational reform, arguing that the key to systems change is a renewed democratic debate about public policy. The emerging consensus on educational objectives is described. The second part discusses the role of the ECS as a vehicle for systems change and outlines ECS vehicles for political and policy change and action priorities. Action will be organized around three major strategies: promoting systems change, transforming teaching and learning, and embracing diversity. The concluding section emphasizes that the call for renewed public dialogue involves reconnecting the public with its institutions and closing the communication gap between policy makers and the public. Active citizen participation, which creates commitment, is necessary for transforming American education. (LMI)

ED 351 761   EA 024 448

Minnesota Educational Effectiveness Program. Evaluation Report.

Organizational Climate; Secondary Education; *Teacher Behavior; *Teaching Methods; *Teaching Styles
IDENTIFIERS- *Africa (South); *Botswana

Findings of a study that examined whether individual teacher attributes or organizational conditions influence classroom pedagogical practices in southern Africa are presented in this document. Methodology involved observation and administration of a questionnaire to 244 secondary teachers in Botswana. Findings indicate that teacher behaviors in southern Africa were quite uniform and simple. Moderate variation in technical complexity among teachers was observed, including; (1) the range of frequency in utilizing textbooks and other basic tools; (2) time spent on academic tasks; and (3) the complexity of questions that teachers ask students. This variation can be explained both by factors emanating from the institutional environment, such as curricular traditions, and by formal rules and materials that are manipulated by state actors, such as textbook supply. Sharp variation in ethnic and gender characteristics of teachers were not significantly related to pedagogical behaviors, which suggests that the classroom institution acts to moderate individual differences among young teachers. Five tables are included. (Contains 40 references.) (LMI)

ED 351 782   EA 024 473

Amsler, Mary
Charter Schools. Policy Briefs, Number 19.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; *Governance; Institutional Autonomy; *Nontraditional Education; *School Choice; *School Organization; State Action; *State Programs
IDENTIFIERS- *Charter Schools

This policy brief explores the charter-school concept, looking specifically at: (1) the development of the charter-school idea; (2) current models of charter schools; (3) issues regarding the development of charter schools, such as district reluctance, teacher concerns, organized opposition, fiscal issues, and admission policies; and (4) progress at the state and federal level in the development of charter schools. Charter schools present an alternative to the public-versus-private education dichotomy in the school-choice debate. They are public schools that deliver public education and use public dollars but are organized by individuals or groups as private nonprofit organizations. The charter-school plan in Minnesota, the first state to legislate charter schools, is described in detail. Action in California, Arizona, Nevada, Utah, Pennsylvania, Connecticut, Massachusetts, Michigan, and Tennessee is also described. A conclusion is that charter schools offer a new vision of educational services and opportunities for parent, teacher, and student empowerment. (LMI)

ED 351 783   EA 024 474

Strengthening Support & Recruitment of Women & Minorities to

Ways that school administrators can develop or improve their strategic thinking and learning skills are presented in this guidebook, which forces the planner to change his or her actual thinking about planning before taking action. Chapter 1 deals with overcoming single-issue thinking and becoming proactive. Basic concepts and tools are provided, some of which include distinguishing between ends and means, defining the primary client and beneficiary of the educational system, relating the three levels of educational planning and results, and identifying why schools fail. Chapter 2 provides a four-phase framework and the basic tools and concepts for strategic planning. The third chapter shows how to prepare measurable objectives, define and develop needs assessments, and prepare data, and asks seven basic questions. Chapter 4 presents strategies for mega-level planning (when the client is the community). Chapter 5 describes the macro-level planning process, when the primary client is the school. The sixth chapter explains micro-level planning and distinguishes between strategic and tactical planning. Chapter 7 details how to develop the strategic action plan, including operational planning, methods-means analysis, quasi-needs assessments, systems analysis, and continuous improvement through Total Quality Management and Total Quality Management Plus. Ways to prevent problems and deal with them when they arise are discussed in chapter 8. Chapter 9 presents a case study on strategic thinking in a school district. Twenty-three tables, 29 figures, and a five-page bibliography are included. (LMI)

ED 351 803 EA 024 501

Gallagher, Karen S.
Shaping School Policy: Guide to Choices, Politics, and Community Relations. Successful Schools: Guidebooks to Effective Educational Leadership. Volume 2.
PUB DATE- 92
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; *Decision Making; Educational Administration; *Educational Policy; Elementary Secondary Education; Evaluation Criteria; Information Dissemination; *Information Sources; *Information Utilization; *Policy Formation

This book is designed to help school administrators locate, analyze, and effectively use relevant information to create policies at the school or district level. Chapter 1 introduces the concepts of school policy and policy analysis, outlines the five-step Clear and Simple Analysis (CASA) model, and lists seven principles of effective policy analysis. Chapter 2 shows how to locate policy-relevant information in an efficient and effective way. Chapters 3-7 describe the stages of the CASA model: defining the policy problem; defining policy decision criteria; developing policy alternatives; considering policy alternatives; and presenting policy choices to the decision makers. Four tables and 10 figures are included. (LMI)

ED 351 804 EA 024 502

Streshly, William A.; Frase, Larry E.
Avoiding Legal Hassles: What School Administrators Really Need To

ED 351 823 EC 301 650

Obiakor, Festus E.; And Others
Self-Concept of Young "Special" Children: What Special Educators Should Know.
PUB DATE- Oct 92
NOTE- 17p.; Paper presented at the Annual Fall Conference of the Arkansas Federation of the Council for Exceptional Children (Hot Springs, AR, October 22, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Influences; *Disabilities; Early Childhood Education; Early Intervention; Educational Principles; Models; *Self Concept; Self Concept Measures; Self Esteem; Social Influences; *Special Needs Students; Teacher Student Relationship; Test Validity; Theories; Young Children

This literature review focuses on approaches to measuring and improving the self-concept of young children with special needs. Two particular models dominate the debate on the self-concept construct: the perceptual model (in which self-concept is equated with a self-description formed during the preschool years) and an operational model (in which self-concept is an individual's repertoire of self-descriptive behavior). This second model allows for multiple domains and recognition of cultural differences. Although self-concept is an important educational phenomenon, it has been a misused and misunderstood construct, with measures sometimes producing consistent results while failing to measure what they purport to measure. Special educators need to know that most standardized instruments of self-concept reflect the social ideal of the dominant society and that self-concept in young children is area-specific, situation-specific, and multidimensional in nature. Critical self-concept enhancement strategies include: (1) caring for the "special" child, (2) having reasonable expectations, (3) listening to the "special" child, (4) having rewarding environments, and (5) involving the "special" child. (Contains 26 references.) (DB)

ED 351 824 EC 301 651

Gallagher, Vicky A.
Defining Staff Roles and Responsibilities with Integration: A Model for Effective Utilization of Special Education Staff in the Regular Classroom.
PUB DATE- 5 Oct 92
NOTE- 82p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Attitude Change; *Consultation Programs; *Disabilities; Elementary Education; Inservice Teacher Education; Intermediate Grades; Intervention; *Mainstreaming; Questionnaires; *Regular and Special Education Relationship; Resource Teachers; *Role Perception; Surveys; *Teacher Attitudes; Teacher Role
IDENTIFIERS- *Teacher Collaboration

This practicum report addressed the problem of role ambiguity in regard to effective utilization of special education staff within the regular fourth grade classroom and the need for support for the regular teacher working with special education desegregation process. (DB)

ED 351 844 EC 301 672

Fenichel, Emily, Ed.
Infants and Young Children with Pervasive Developmental Disorders.
PUB DATE- Nov 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Autism; Behavior Patterns; Case Studies; *Child Development; Clinical Diagnosis; Cognitive Development; Communication Skills; *Developmental Disabilities; Emotional Development; Infants; *Interpersonal Communication; Interpersonal Relationship; *Intervention; Outcomes of Treatment; Parent Child Relationship; *Severe Disabilities; Therapy; Toddlers
IDENTIFIERS- *Developmental Delays

This newsletter issue presents five articles addressing intervention with infants and toddlers having pervasive developmental disabilities. The first article is by Stanley I. Greenspan and is titled "Reconsidering the Diagnosis and Treatment of Very Young Children with Autistic Spectrum or Pervasive Developmental Disorder." This article explains a developmental model of these disorders, a treatment approach which has demonstrated substantial success, and principles of intervention. The second article is by Serena Wieder and is titled "Opening the Door: Approaches To Engage Children with Multisystem Developmental Disorders." It considers characteristics of these children, the meaning of early behavior, ways to foster these children's learning of new meanings and play skills, the development of symbolic functioning, and related therapies. The third article is a detailed case study by Rebecca Shahmoon Shanok, titled "Simon: Intensive, Multi-faceted Therapy with a Developmentally Delayed Little Boy." Next, Barbara Kalmanson, in "Diagnosis and Treatment of Infants and Young Children with Pervasive Developmental Disorders," focuses on the parent's subjective experiences of this type of child and ways to help these parents develop effective parent-child relationships. The last article is "Approaches to the Development of Social Communication in Foster Children with Pervasive Developmental Disorder" by Jaswinder Kaur Ghuman and Wendy G. Kates. Also included are excerpts from a new book "Heart Start: The Emotional Foundations of School Readiness." (DB)

ED 351 845 EC 301 673

Clark, Donald M.
Developing Industry-Special Education's Joint Response To Changing Demographics in the Workforce. Final Project Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 92
NOTE- 20p.; Print is variable and may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

"Veinte poemas de amor y Canto general," Pablo Neruda.
Performance Guides to Spanish Texts.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 89
NOTE- 32p.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Authors; Class Activities; Classroom Techniques; *Cultural Context; Cultural Education; *Literature Appreciation; *Oral Interpretation; *Poetry; Secondary Education; Second Language Instruction; Second Languages; *Spanish; *Spanish Literature
IDENTIFIERS- Canto General; *Neruda (Pablo); Veinte Poemas de Amor

This performance guide is the result of work conducted at the University of Virginia's National Endowment for the Humanities Summer Institute, 1989, on "Spanish Literature in Performance," in which 25 secondary school Spanish teachers studied Spanish texts from the perspective of classroom performance to deepen knowledge of the texts and discover ways to stimulate teaching and appreciation of literature in the high school classroom. The guide distills and synthesizes issues raised during the institute into background material, topics for conversation, and performance activities for classroom use based on the texts, "Veinte poemas de amor" and "Canto general" by Pablo Neruda. It is not a literary analysis of the texts. Contents include: substantial background material on the author and the cultural context of the literary work; a variety of activities based on this cultural information; a summary of themes, stories, and symbolism; activities based on this and other works of the author; notes on staging the text; and a brief bibliography of materials by the same author and instructional resources, both print and audiovisual. (MSE)

ED 351 869 FL 020 739

Gies, David Thatcher, Comp.
"Don Quijote de la Mancha," Miguel de Cervantes Saavedra.
Performance Guides to Spanish Texts.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 89
NOTE- 35p.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Authors; Class Activities; Classroom Techniques; *Cultural Context; Cultural Education; *Literature Appreciation; *Novels; *Oral Interpretation; Secondary Education; Second Language Instruction; Second Languages; *Spanish; *Spanish Literature
IDENTIFIERS- *Cervantes Saavedra (Miguel de); Don Quixote

This performance guide is the result of work conducted at the University of Virginia's National Endowment for the Humanities Summer Institute, in 1989, on "Spanish Literature in Performance," in which 25 secondary school Spanish teachers studied Spanish texts from the perspective of classroom performance to deepen knowledge of the texts and discover ways to stimulate teaching and appreciation of literature in the high school classroom. The guide distills and synthesizes issues raised during the institute into background material, planning strategy or funds will be mismanaged and the focus of student instruction will be weakened. A 21-item bibliography is included. (MSE)

ED 351 889 FL 800 559

Berry, Eve; Williams, Molly S.
Multilevel ESL Curriculum Guide.
PUB DATE- 92
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Class Activities; Classroom Communication; Classroom Techniques; Daily Living Skills; *Dialog Journals; *English (Second Language); Games; Independent Study; Learning Modules; Lesson Plans; *Literacy Education; *Multilevel Classes (Second Language Instruction); Second Language Instruction; *Vocabulary Development

The guide was developed as a resource for the adult English-as-a-Second-Language teacher with classes of mixed language proficiency, and to accompany a teacher workshop. It consists of a brief introductory section to orient teachers to the approach and materials suggested, and a series of separate classroom activities for language skill (listening, speaking, reading, writing, grammar) development. The first section includes descriptions of independent/solo learning activities for each skill area, dialogue journals, learning gap activities (paired-student exercises in which participants must gain information from each other), and a vocabulary bingo game. The second section contains outlines for 10 curricula modules, contributed by teachers from throughout Oregon. Each module is designed to extend over several days' lessons, contains performance objectives, addresses two instructional levels (beginning and intermediate/advanced), and lists individual work, whole-group activities, and small-group or individualized exercises for the lesson, with reference to specific texts or instructional materials. Some reproducible handouts are included. Module topics include: giving personal information; time, calendar, and weather; clothing; community sites and transportation; employment; food; health and medical concerns; housing; telephone usage; and money and banking. A 35-item bibliography is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 351 890 FL 800 560

Cacy, Roselynn; And Others
Skill Books Go to Work. The Development of a Workplace Literacy Program.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Assisted Instruction; Curriculum Development; *English (Second Language); Financial Support; Fund Raising; *Hotels; *Housekeepers; Incentives; *Literacy

Universities

This report presents survey data (from 194,182 students at 382 higher education institutions) on the characteristics of students attending American colleges and universities as first-time, full-time freshmen. The normative data presented are reported separately for men and for women and for 35 different groupings of institutions. The major stratifying factors are institutional race (predominantly black versus predominantly white), control (public, private-nonsectarian, Roman Catholic, Protestant), type (university, four-year college, two-year college), and the selectivity level of the institution. A major trend identified by the survey indicates a rise in student activism with more students reporting having been involved in demonstrations and expecting to be further involved in their college years. In addition, the environment and racial discrimination continue to be among the top concerns of students. Student interest in business careers continues a steep decline while interest in teaching (elementary and secondary levels) and nursing continue to rise. Finally, degree aspirations for postgraduate study continue to rise to a record level of 61.1 percent of the freshmen surveyed in 1990. Appendices contain the research methodology, the 1990 Student Information Form, the coding scheme for collapsed items, a list of institutions participating in the Freshmen Survey, and a sample report furnished to the participating campuses. (GLR)

ED 351 909   HE 025 964

Astin, Alexander W.; And Others
The American College Student, 1988. National Norms for 1984 and 1986 College Freshmen.
PUB DATE- Aug 90
NOTE- 359p.; For related documents, see HE 025 962-967.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Choice; *College Freshmen; Comparative Analysis; Course Selection (Students); Data Collection; Higher Education; Institutional Environment; Intellectual Development; National Surveys; Statistical Data; *Student Attitudes; *Student Characteristics; *Student Development; *Student Educational Objectives; Student Participation; *Undergraduate Study

This report summarizes the results and presents statistical data (two-thirds of the report) of a 1988 followup national survey concerning the impact of different types of college environments on development of 1984 and 1986 freshmen. The survey involved the following general categories: satisfaction with college, talent development during college, involvement in the college experience, college expectations and outcomes, career plan changes, changes in life goals, attitudinal changes, and retention. Survey data showed that students change in a number of substantial ways after entering college; this being largely dependent on the type of institution the student attends and the student's characteristics at the time of entry. Among findings were the following: (1) students were most satisfied with the library facilities and courses in their major field of study, least satisfied with regulations governing campus life; (2) students reported most growth in general knowledge and especially in knowledge of a particular field, and least growth in their foreign language ability and in their religious beliefs and convictions; and (3) career

PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Education; *Adult Educators; Archives; *Citizenship Education; Continuing Education; Distance Education; Educational Development; *Educational History; Educational Research; Educational Resources; Extension Education; Females; Labor Force Development; Lifelong Learning; *Literacy Education; Minority Groups; Resource Materials; Technology; Womens Education
IDENTIFIERS- *Syracuse Univ Publications in Continuing Educ NY

This publication contains descriptions of 53 research collections in adult and continuing education housed at Syracuse University (Syracuse, New York) Collection strengths have been identified as the history of adult education as a profession, field, and practice; literacy; and civic education. Each collection is described, and the number of boxes contained in each is noted. The collections are: Adult Education (AE) Association; AE Association/American Association for Adult and Continuing Education; AE Research Conference; Adult Student Personnel Association; George F. Aker papers; American Foundation for Continuing Education (CE); Association of Continuing Higher Education; Association of University Evening Colleges; Lalage J. Bown papers; Center for the Study of Liberal Education for Adults; Alexander N. Charters papers; Jessie and W. W. Charters Collection; Coalition of AE Organizations; Commission of Professors of AE; William D. Dowling papers; ERIC Clearinghouse on AE; Fund for AE; Galaxy Conference; Wilbur C. Hallenbeck papers; Eva Elise vom Baur Hansl papers; Andrew Hendrickson papers; Cyril O. Houle papers; Herbert Cason Hunsaker papers; Roy T. Ingham papers; International Congress of University AE; International Council for AE; Joseph W. Jacques, tape recordings; Malcolm S. Knowles papers; Laubach Collection (in three parts); Literacy Volunteers of America; Alexander A. Liveright papers (in two parts); National Association of Public School Adult Educators; National University Extension Association; George A. Parkinson papers; Photograph Collection; Bernard W. Reed papers; Robert E. Sharer papers; Paul Henry Sheats papers; Per Gustaf Stensland papers; Syracuse University Publications in CE; Clarence H. Thompson papers; Willard Thompson Galaxy Conference Papers; University Council on Education for Public Responsibility; Coolie Verner papers; and James B. Whipple papers. (YLB)

ED 351 448   CE 062 078

Charters, Alexander N.
Some Observations--Early Years of Committee/Coalition of Adult Education Organizations (CAEO). MSS 43.
PUB DATE- Jun 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Adult Education; Archives; Continuing Education; *Educational Cooperation; Educational Development; *Educational History; *International Organizations; Leadership; *National Organizations
IDENTIFIERS- *Coalition of Adult Education Organizations DC; *Syracuse Univ Publications in Continuing Educ NY

The first meeting of the Coalition of Adult Education Organizations (CAEO) was held in Syracuse in 1964 as a

ED 351 466   CE 062 197

Lewis, Elaine; And Others
Coping with Pressures from Significant Others. Single Parent/Homemaker Project. Final Report.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- Jun 91
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Vocational Education; *Change Strategies; Consciousness Raising; *Coping; Interpersonal Competence; Job Training; *Reentry Students; *Resistance to Change; *School Holding Power; *Significant Others; Student Adjustment
IDENTIFIERS- *Kentucky

This document provides a rationale for developing in adults enrolled in education and training reentry programs the skills to cope with pressures from their "significant others." It also includes instructional activities designed to develop those skills. The first four sections of the report provide an overview, a literature review, a booklet introduction, and some tips on getting started. The instructional activities are described in the next five sections, entitled respectively: "The Process of Change," "Identifying Significant Others," "Examining Ourselves," "Building Skills to Help Cope with Pressures from Significant Others," and "Social Support." For each activity, the title, goal, time estimate, needed materials, required preparation, and a description of the activity are provided. The following materials are included: sets of discussion questions; lecturettes for the trainer to deliver; questionnaires for students; instructions for conducting role plays; and pencil and paper exercises for reentry program students to complete. Appendices contain the following: a list of questions asked during phone interviews conducted prior to the development of activities; a questionnaire reentry students were asked to complete; and flyer aimed at recruiting reentry students for a peer support group. Twenty-nine references are listed. (CML)

ED 351 467   CE 062 217

Hendrix, Mary W.; And Others
Career Opportunities Instructional Guide. Spanish Student Materials.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 91
NOTE- 334p.; For the Instructional Guide, see ED 337 687; for the English language version of the student materials, see CE 062 218.
LANGUAGE- Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Awareness; Career Education; *Careers; High Schools; Instructional Materials; Learning Activities; *Occupational Clusters; Spanish; Units of Study; Vocational Education
IDENTIFIERS- Texas

This document is the Spanish language version of the student the project. The methods used for creating job-specific materials were needs assessment, observation and interviewing of employees, and task analysis. Classes in applied writing were implemented at Lone Star. Fifty-nine employees participated, and the course was evaluated. Classes were to continue under a National Workplace Literacy grant. Classes at Pilgrim's Pride (a Quality Assurance Certification Course) were delayed because of internal disruption and replacement of key personnel. The third-party evaluation of the Lone Star project concluded that the project made a positive contribution to a large number of employees and established a linkage and collaboration between education and industry that was expected to have many positive effects. (Appendixes include a 16-item bibliography, recruitment flyer and sample invitation letter from Lone Star, applied writing manual developed for Lone Star, self-evaluation of attitudes and competencies survey--Applied Writing Class, Lone Star, Quality Assurance Tests/Job Lists--Pilgrim's Pride, and a third-party evaluation plan.) (YLB)

ED 351 489 CE 062 246

Hamby, John V.
Vocational Education for the 21st Century.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Comprehensive Programs; Demonstration Programs; *Dropout Prevention; *Dropout Programs; *High Risk Students; High Schools; High School Students; Interdisciplinary Approach; *Program Effectiveness; Program Implementation; Relevance (Education); *Special Needs Students; Success; Vocational Education

The exemplary high school dropout prevention programs funded by the federal Vocational Education Cooperative Demonstration Program that are profiled in this document reveal several elements necessary for success in an enhanced vocational education program: (1) highly qualified and emotionally stable staff; (2) curriculum and instruction that emphasize the application of learning to real situations in students' everyday lives; (3) involvement of all parts of the community in program design and operation; (4) operation that is dictated by the needs of students and the local community; (5) special consideration given to those with language deficiencies, learning disabilities, emotional handicaps, substance abuse problems, low motivation and self-esteem, and low academic achievement; (6) a clear vision of the importance of vocational education from policy makers and administrators; and (7) local school staff control of the day-to-day operation. Among implementation recommendations are the following: (1) do a thorough needs assessment of the entire district; (2) design a comprehensive program; (3) build in program evaluation from the beginning; (4) provide adequate time for planning and implementation of the program; (5) conduct adequate awareness and publicity activities; (6) use participatory management; and (7) implement those program components that are already well-developed first and develop incomplete or missing components later. Twenty-two references are listed. (CML)

*Summer Programs; *Supervised Occupational Experience (Agriculture); Teacher Improvement; Vocational Education

IDENTIFIERS- Future Farmers of America; Louisiana

Produced by agriscience and agrimarketing teachers, teacher educators in agriculture, and state supervisory staff in agricultural education in Louisiana, this guide was developed to aid experienced and beginning agriscience and agrimarketing teachers to plan and conduct effective summer programs. The guide is organized in the following seven major sections: supervised agricultural experience programs, Future Farmers of America (FFA) activities, adult education, community relations and community service, program planning, professional development, and summer program evaluation. Each section provides information on appropriate activities. Checklists of activities for each section are at the end of the guide. Three appendixes provide printed forms and sample forms for student agricultural experience projects and summer plan forms. (KC)

ED 351 508 CE 062 277

An Institute Devoted to Training Public School Counselors in the Use of Computers and Software Pertinent to Career Counseling. Final Report.

SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

PUB DATE- 1 Nov 89

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Computer Literacy; *Computer Uses in Education; Counseling; Counseling Techniques; High Schools; *Institutes (Training Programs); *School Counselors; Summer Programs

IDENTIFIERS- *Louisiana

This report describes how 22 Louisiana public school counselors were selected to attend a 5-day summer program to acquaint counselors with several computer programs relevant to counseling. It also describes the follow-up mail survey regarding the counselors' motivation for attending, evaluation of the program and accommodations, and opinions on why more counselors do not use computers in their work. The summary of survey responses indicates the following: (1) most attended for self-improvement; (2) most appreciated the hands-on experience; and (3) most felt such workshops would ease computer anxiety and improve the use of computers in counseling. The responses to the survey appear in the appendix. (CML)

ED 351 509 CE 062 287

Montgomery, Janey L.; McKay, Joane W.

Career Development Activities for Gifted and Talented Youth.

PUB DATE- Jul 92

NOTE- 25p.; Paper presented at the Asian Conference on Giftedness: Growing Up Gifted and Talented (2nd, Taipei, Taiwan, July 24-27, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Career Choice; *Career Education; Career Exploration; Career Guidance; Career Planning; Curriculum Design; Decision Making; Economics; *Education Work Relationship; Elementary Secondary Education; *Gifted;

carefully. Accommodating the tendency of the reader to like and use pictures is an important part of creating well-constructed documents to enhance reader performance. Adding text is necessary for optimal performance. Effective written instructions do the following: (1) represent the procedure in a list of separate executable actions, often in a hierarchical format; (2) present relationships between actions and progress on the procedure; (3) provide access to information about the outcome; (4) give action information first in the sentences; and (5) give organization information before step information. Tools to help the reader encode the procedure include listing, formulas and guidelines, and procedural schema. Test features to improve reader performance include increased amounts of self-testing and self-correcting. (Appendixes include 59 references and 2 descriptions of procedural tasks.) (YLB)

ED 351 525 CE 062 339

Finch, Curtis R.; And Others
Case Studies in Vocational Educational Administration: Leadership in Action.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; Change Strategies; *Decision Making; Discussion (Teaching Technique); *Educational Administration; Educational Finance; Educational Improvement; Educational Planning; Educational Policy; Instructional Materials; Leadership; Leadership Responsibility; *Leadership Training; Organizational Objectives; Personnel Management; Postsecondary Education; *Problem Solving; School Business Relationship; School Community Relationship; Secondary Education; *Vocational Directors; Vocational Education

These 51 case studies are an educational resource to assist practicing and aspiring vocational education administrators. Introductory materials include a description of the format, learning environments and curriculum design, and learner preparation and modalities. Two references and 10 resources are listed. The cases are organized into 12 functional groups: determining institutional direction, goals, and policies; participating in accreditations and evaluations; collaborating with boards, agencies, and organizations; implementing mandated changes and improvements; implementing self-selected changes and improvements; linking with business, industry, and community; enhancing institutional visibility and image; maintaining and improving fiscal posture; securing and improving facilities and equipment; handling crises; resolving staff and student problems; and participating in individual and group discussions. Each functional group contains two levels of narrative evolvement. The first two cases describe an event or situation as it evolves from start to finish and lend themselves to hindsight types of analyses. The remaining cases are "partial" cases that bring the reader to a point in a situation where he/she must consider what went wrong or what difficulty arose and what should be done next. These cases are suitable for developing problem-solving or decision-making skills. Appendixes include a list of leader attributes and summary of leadership research conducted by the National Center for Research in Vocational Education. (YLB) learners who remain for subsequent classes can use their new skills in basic academic classes, vocational training, or postsecondary programs. One curriculum that fits this model is being piloted in the Correctional Service of Canada. This program is a "core" for personal development that teaches a wide variety of thinking and problem-solving techniques and then requires their application through role playing, games, and puzzles. To transfer such skills to other contexts, they should become integrated into all subsequent offender education. Vocational education particularly lends itself to problem-solving approaches, since most mechanical and electrical trades involve troubleshooting. Academic classes have limitless opportunities to include such elements. Special planning to redirect program activities is necessary. Priorities during this redirection include staff training, leadership provided by a task force, and participant follow-up. (YLB)

ED 351 543   CE 062 403

Demographic Profile and Needs Assessment of Single Parents and Homemakers in New Jersey Vocational Education Programs 1990-1991.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; Ancillary School Services; *Displaced Homemakers; Economically Disadvantaged; Heads of Households; *Job Training; Needs Assessment; Networks; *Nontraditional Occupations; *One Parent Family; Poverty; *Program Effectiveness; Program Evaluation; Program Improvement; State Programs; Vocational Education; Womens Education
IDENTIFIERS- *New Jersey

A 5-year (1986-91) follow-up needs assessment was conducted to evaluate current single parent and displaced homemaker programs in New Jersey. Suggestions were offered to help them continue effectively helping the changing target population attain long-term economic self-sufficiency. Recommendations made in response to specific findings included the following: (1) taking aggressive measures to motivate single parents and displaced homemakers to obtain a high school diploma or equivalent and acquire marketable skills; (2) using various marketing strategies to create awareness of and encourage participation in such programs; (3) providing female role models in nontraditional occupations; (4) providing prevention programs to discourage teen parenting and parent education; (5) expanding support services; (6) providing individual and group counseling; (7) providing additional services in nontraditional training programs; and (8) developing statewide policies that ensure consistent networking of appropriate services. A cross-sectional descriptive survey obtained data via a mailed questionnaire from 12 single parent and displaced homemaker program sites. The sample was composed of 190 respondents. Findings indicated that over the last 5 years, the profile has changed. The single parent/displaced homemaker was younger, never married, living at or below the poverty level, and enrolled in traditional job training programs. (Appendixes include 13 references, program locations and addresses, and instrument.) (YLB)

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 51p.; For related documents, see CE 062 440-441.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Ancillary School Services; *Basic Skills; Demonstration Programs; *In Plant Programs; *Literacy Education; *Program Development; *Rural Areas; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Workplace Literacy

In April 1991, Enterprise State Junior College and MacArthur State Technical College established a rural workplace literacy demonstration project in partnership with adult basic education, seven employers, and a labor organization. The project served 615 persons in classes offered at the 2 colleges, 4 partner locations, and 3 additional worksites. The industrial partners and worksites included trailer manufacturers, food processors, metal fabricators, and textile/apparel manufacturers. The project consisted of three main components. The Gateway Component provided remediation for workers with basic skills deficiencies. The Pathway Component provided needed educational experiences beyond the basic skills and helped workers improve in such areas as problem solving, critical thinking, and work habits. The Linkway Component provided necessary support services to allow workers to participate fully in the project. Indicators of project success were willingness of partners to allow release time and expand employee training, workers' seeking of additional training after project end, and improved worker self-reliance and self-esteem. (Appendixes include a needs assessment checklist, a list of available curricula, a sample description of curriculum developed for one industry, a 12-item bibliography, a sample individual education plan, and a report to the National Workplace Literacy Programs.) (YLB)

ED 351 562 CE 062 440

Rural Workplace Literacy Demonstration Project. Curriculum. Covington Industries.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 62p.; For related documents, see CE 062 439-441. Page 62 has uneven print quality.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Demonstration Programs; *In Plant Programs; Learning Activities; *Literacy Education; *Mathematics Instruction; Pretests Posttests; *Reading Instruction; Rural Areas; Vocabulary Development
IDENTIFIERS- Workplace Literacy

This curriculum guide contains workplace-specific instructional materials developed for use in a rural workplace literacy demonstration project. Contents include instructional objectives, pre- and posttests, learning activities (some locally developed and some selected from commercially prepared materials), and job simulations. Learning activities are provided for reading (vocabulary related to regulations, self-image; and personal productivity. Following the report are supporting documents, including teachers' inservice workshop materials, Handbook for Workplace Literacy Instructors, brochures and other materials used to publicize the courses, and lists of competencies for some of the positions in which workers, who participated in the program, are employed. (CLM)

ED 351 579 CE 062 481

Basic Math I.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 139p.; For related documents, see CE 062 480-501.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Computation; Decimal Fractions; Fractions; *Mathematical Applications; Mathematical Concepts; *Mathematics Instruction; Mathematics Materials; Mathematics Skills; *Problem Solving; Ratios (Mathematics)
IDENTIFIERS- *Workplace Literacy

This document offers instructional materials for a 60-hour course on basic math operations involving decimals, fractions, and proportions as applied in the workplace. The course, part of a workplace literacy project developed by Mercer County Community College (New Jersey) and its partners, contains the following: course outline; 17 lesson objectives pages, each of which is followed by a series of problems to be solved, an answer key, and a quiz; and two pretests and two posttests. The lessons cover the following topics: basic decimal concepts; addition and multiplication of decimals; subtraction and division of decimals; problem-solving with decimals; factoring into prime numbers; basic fraction concepts; multiplication and division of fractions; addition and subtraction of fractions; addition and subtraction of mixed numbers; problem solving with fractions; ratios and rates; solving proportions; decimal/percent/fraction conversions; solving percent problems; percent word problems and shortcuts; percent increase and decrease; and applications of percents. (CML)

ED 351 580 CE 062 482

Safford, Kathy
Basic Mathematics II for Manufacturing.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 162p.; For related documents, see CE 062 480-501.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Algebra; Computation; Decimal Fractions; Fractions; Geometry; Manufacturing; *Mathematical Applications; Mathematical Concepts; *Mathematics Instruction; Mathematics Materials; Mathematics Skills; Measurement; Probability; *Problem Solving; Ratios (Mathematics); Statistics
IDENTIFIERS- *Workplace Literacy

This document offers instructional materials for a 60-hour course on math operations involving decimals, fractions, proportions, expectations, correlated with resources and suggested instructional strategies and learning activities. The following sections are included: program rationale, philosophy, and organization; general, module, and specific learner expectations; assessing student achievement; instructional strategies; building a support network; instructional strategies and activities for eight modules (challenge and opportunity; planning a venture; making it happen; and analyzing, financing, marketing, managing, and expanding the venture); and learning resources (policy, instructional materials, print and audiovisual, resources correlation, Alberta Education resources and related documents, National Film Board of Canada, ACCESS Network, urban and regional resource centers, other learning resources and agencies, and community and regional organizations). (KC)

ED 351 602 CE 062 510

Johnson, Scott D.; And Others
Application of Cognitive Theory to the Design, Development, and Implementation of a Computer-Based Troubleshooting Tutor.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Autoinstructional Aids; *Aviation Education; Cognitive Structures; *Computer Assisted Instruction; Computer Simulation; Educational Media; *Electromechanical Technology; Higher Education; *Metacognition; *Programed Tutoring; Technical Education; *Troubleshooting

A study found that the troubleshooting abilities of a treatment group of college students trained conventionally in a course called Aircraft Systems II and on a computer-based "Technical Troubleshooting Tutor" were better in some ways than those of a control group who trained conventionally without using the computer-based tutor. Aviation students at the University of Illinois participated in the study, 16 in the control group and 18 in the treatment group. Each student was given an aircraft simulator board in which four independent electrical faults were inserted, common troubleshooting tools, and the task of locating the faults. No significant differences were found in the ability of the two groups to recognize that faults existed. However, the treatment group was significantly better at actually locating and identifying the faults. The control group solved fewer than half the attempted problems, whereas the treatment group solved 72 percent. The two groups' performances on a posttest about electrical systems and their ability to identify potential faults were not significantly different. However, the treatment group was significantly better able to evaluate the faults correctly, was more likely to evaluate the systems before selecting a troubleshooting strategy, was not dependent upon a single strategy to facilitate the process, tended to make fewer misinterpretation errors, and had a stronger ability to recover from errors. (Contains 49 references.) (CML)

ED 351 603 CE 062 513

Heath-Camp, Betty; Camp, William G.
Professional Development of Beginning Vocational Teachers: Implementation System.

ED 351 620 CG 024 620

DePinho, Connie Maria
When Daughter's Sexual Abuse Is an Injury to Mother's Narcissism.
PUB DATE- Aug 92
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Objectives; *Counseling Techniques; *Daughters; *Mothers; *Parent Child Relationship; *Sexual Abuse
IDENTIFIERS- *Narcissism

The mother's reaction to the disclosure of sexual abuse is often dramatic and her particular type of response in turn affects the daughter's coping mechanisms to deal with the abuse and the disclosure. The type of symptoms developed are thus considered in part dependent on the mother's reaction. Mothers of children who have been sexually abused often have intense dependency needs. These mothers frequently look to fulfill these needs through their daughters, consequently, mother and daughter are often involved in a symbiotic, mutually dependent relationship where the daughter is experienced as an extension of her mother's self. Because of this lack of self-other differentiation, these mothers may react to their daughter's disclosure of sexual abuse as an injury to their sense of self and may overlook their child's own needs. Given the premise that mothers and daughters of sexual abuse often exhibit a narcissistic fusion in their pattern of relating, it is the therapeutic task to help the child and the mother to separate and ultimately for the mother to be able to empathize with the child in order to provide selfobject functions for the child. The therapist needs to work with the dyad in the articulation and integration of both the mother's and the child's affectivity in order for the child to ultimately regain and/or develop trust in this and other relationships. (ABL)

ED 351 621 CG 024 621

Shapiro, Edward S.; Eckert, Tanya L.
Acceptability of Curriculum-Based Assessment by School Psychologists.
PUB DATE- Aug 92
NOTE- 28p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Attitudes; Elementary Education; Elementary School Students; Evaluation Criteria; Evaluation Methods; *School Psychologists; *Standardized Tests
IDENTIFIERS- *Curriculum Based Assessment

Over the last several years, substantial dissatisfaction has emerged with the use of norm-referenced, standardized tests for evaluating the academic performance of students. In particular, dissatisfaction has stemmed from concerns including the lack of overlap between the content of tests and the curriculum, the limited sensitivity of norm-referenced tests to index short-term academic progress, and the lack of relationship between test results and instructional decision-making. In this study

DESCRIPTORS- Adjustment (to Environment); *Homosexuality; *Lesbianism; Research; *Sexuality; *Social History
IDENTIFIERS- Empowerment; *Henry (George W)

This paper analyzes the textual data produced by both the participants and the interpreter in George W. Henry's two-volume monograph, "Sex Variants" (1941), a study of homosexuality based on a sample of 80 socially well-adjusted homosexuals from New York City's lesbian and gay community. It is stated that the Henry volumes provide a rich source of data regarding the subjective experiences and sensibilities of a group of marginalized people within a particular historical period and how these people were objectified and marginalized by the medical and scientific community of their day. Three contexts are used in analyzing the monograph: the background of the study; sex research; and the lesbian and gay community. Significant features of the lesbian subculture in the 1920s and 1930s are examined. Two discourses are analyzed: heterosexual adjustment and lesbian emancipation. These conclusions are stated: (1) the life experiences, outlooks, concerns, and goals of the four women's accounts which were examined reveal considerable variability; (2) the women were all struggling with their subjugation to heterosexual adjustment, while at the same time, through being a part of the lesbian/gay community, and through their own life experiences, they were also attempting to empower themselves; (3) heterosexual adjustment prevailed; and (4) to Henry's credit he did record the voices of lesbians and gay men, though unfortunately, at the time, he did not hear them. (ABL)

ED 351 641 CG 024 642

Kapraun, E. Daniel
Developing Faculty for the 21st Century: One Step Beyond the Role of Advisor.
PUB DATE- May 92
NOTE- 17p.; Paper presented at the Southern Futures Conference (St. Maarten, Netherlands Antilles, May 20-23, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Advising; *College Faculty; College Students; Counseling Effectiveness; *Counselor Training; *Faculty Development; Higher Education; Trend Analysis
IDENTIFIERS- Twenty First Century

Higher education throughout the 1990s and into the early 21st century will be characterized by an increasing concern for serving the educational needs of non-traditional as well as traditional students in the most cost-effective manner. Student retention will continue to be one of the major targets of campus strategic plans. Faculty development programs will become more prevalent and will emerge as a critical dimension of a campus renewal through quality assurance program. Academic leaders will increasingly view faculty development programs as the primary means for assisting professors to understand the characteristics of diverse student populations. Collection and analysis of appropriate data will greatly enhance managerial decisions concerning modifications to the inservice training program for faculty trained as academic counselors, the cornerstone of the two primary stages of academic advisement for a college or university. A well organized and outcomes oriented training program, one component of a comprehensive faculty development program, can do much to improve as well and concludes that helping patients deal with this cognitive style created by early psychic trauma, requires belief in the patient's experience of consistent contradictions, and a firm commitment to exploration of the patient's conscious and preconscious thought, in addition to unconscious processes. (ABL)

ED 351 660 CG 024 663

Whalen, Mollie
Counseling as a Subversive Activity.
PUB DATE- Aug 92
NOTE- 23p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consciousness Raising; *Counseling Techniques; *Counselor Role; *Females; *Feminism; Political Attitudes; Psychologists; Womens Studies
IDENTIFIERS- Liberation

This paper addresses the potential for the practice of psychology (i.e. therapy) to be politically subversive: to challenge and attempt to change the status quo. More specifically, it raises questions for feminist psychologists and therapists about the possibility, the value, and the morality of implementing a style of therapy designed to impel women clients to take political action and challenge the patriarchal status quo, in order to better the condition of women. The paper offers the view that a potential implication of the finding that peer counselors working in a radical feminist social change movement rely on an individualized, psychologized, and humanistic approach to counseling is that it may be professionally trained feminist psychologists who can, and do more often, offer a political-social action type of counseling. The paper expresses the fear that theory and collective commitment to liberate women from the oppression of the patriarchy is becoming lost at the very interstice where personal lives can generate political awareness and action, when feminist counselor meets another woman. (ABL)

ED 351 661 CG 024 664

Longo, Laura C.; Ashmore, Richard D.
The Perceived Relationship between Physical Attractiveness and Social Influence Effectiveness.
PUB DATE- Aug 92
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Individual Power; *Interpersonal Attraction; Interpersonal Competence; Interpersonal Relationship; *Physical Attractiveness; *Student Attitudes

The power of beauty has been contemplated by writers, poets, and philosophers for centuries. The link between the target physical attractiveness and perceived social influence

ED 351 680 CS 213 551

Moore, Dinty W.
Narrative Is Just a Fancy Word for Story: Incorporating a Short Fiction Assignment into the Freshman Composition Syllabus.
PUB DATE- Mar 92
NOTE- 9p.; Paper presented at the Annual Meeting of the College English Association (Pittsburgh, PA, March 27-29, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Essays; *Freshman Composition; Higher Education; *Narration; *Short Stories; Story Telling; Undergraduate Students; *Writing Assignments; Writing Improvement
IDENTIFIERS- Writing Contexts

A short story assignment incorporates creative writing into the syllabus of a freshman composition class, while erasing the misconception that creative writing is something a "regular" student cannot do. Students write a rough draft both of a personal experience essay and of a short story. Based on peer-reviews of both, students choose one of the rough drafts to revise, and this revised paper represents their grade for the unit. Both rough drafts must be handed in with the revised paper--thus, the short story is not optional, yet students who are not comfortable with writing short fiction do not feel penalized in the grade book. Students are encouraged to write "short" short stories (1,000 to 1,500 words), and the use of shorter short stories as class readings helps to encourage this. Students' use of detail and vivid language improves, both in their fiction and nonfiction writing. (SR)

ED 351 681 CS 213 554

Murphy, Thomas P.
Making a Living, Making a Life: English and Business.
PUB DATE- Mar 92
NOTE- 13p.; Paper presented at the Annual Meeting of the College English Association (23rd, Pittsburgh, PA, March 27-29, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College English; Employment Experience; *English Instruction; Higher Education; Interaction; Literature Appreciation; Student Needs
IDENTIFIERS- Professional Concerns

The question of whether the study of English is good preparation for business distracts attention from the more critical question of whether business is a good place to continue to study English. Three projects undertaken by a Ph.D. in Old and Middle English working for a freight railroad suggest that there are possibilities. As part of his job, he worked on a corporate history, read and studied in the field of labor dispute resolution, spent time on the railroad translating labor agreements into logical propositions and learning about how "natural language interfaces" worked. The critical step was to realize that he was not simply considering the language of labor agreements, but that he was studying linguistics and how language works. In an effective classroom, students see how the interaction of experience and literature allows them to grow in their understanding of both literature and experience. The first step is for English teachers to drop their defensive seem to be defects of language, in fact offer the speaker and hearer a number of strategies for meeting particular communicative goals. (Thirteen references are attached). (HB)

ED 351 700 CS 213 603

Despot, Paula C.
Nurturing the Communication Abilities of Second Grade Students by Using Notebook Computers To Enhance the Writing Process.
PUB DATE- 92
NOTE- 59p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Access to Education; *Computer Uses in Education; Grade 2; *Inservice Teacher Education; Primary Education; Socioeconomic Status; *Word Processing; *Writing Attitudes
IDENTIFIERS- Process Approach (Writing); Teacher Empowerment

A practicum was designed to provide opportunities for second-grade students from low socioeconomic school communities to use computer technology in the writing process. Staff development training was designed and conducted to increase teachers' knowledge, experience, and attitudes toward using the computer as a tool for writing. Providing collaboration and support for teachers was a major component of the practicum. Six solution strategies focusing on empowering teachers with knowledge and support in process writing were developed, thereby increasing the use of the computer for student writing. Analysis of the data revealed that providing educators with the tools, training, and support increased student opportunities to use the computer as a tool for writing. (Two tables and one figure of data are included; a list of 29 references, a reading attitude survey, a software evaluation, a computer staff development evaluation, a student learning log sample, and a computer activity sample are attached.) (Author/RS)

ED 351 701 CS 213 604

Samples of Students' Writing from the June 1991 English 30 Diploma Examination.
PUB DATE- 92
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Foreign Countries; *Grading; Guidelines; High Schools; High School Students; Student Evaluation; *Student Writing Models; *Writing Evaluation; Writing Tests
IDENTIFIERS- *Alberta; Alberta Grade 12 Diploma Examinations; Canada; Writing Development

This booklet has two purposes: to illustrate and compare two important levels of expectation, or standards, set for the Alberta English 30 diploma examination writing (Satisfactory and Excellent) and to provide suggestions to help students move beyond the Satisfactory level by developing their unrealized writing potential. Sample papers from "Part A: Written Response" of the June 1991 English 30 Diploma Examination form the major part of the booklet. The booklet, which is organized into four major sections, compares the students' approaches as illustrated by their papers and suggests ways to improve student writing for the examination. Section 1 presents an

SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- Oct 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Classroom Communication; Elementary Secondary Education; Family School Relationship; Language Role; Sociolinguistics; Speech Pathology; Teacher Student Relationship
IDENTIFIERS- Communication Competencies; Speech Community

This report reviews findings from ethnographic and microethnographic research to further an understanding about how classroom interaction patterns can affect student achievement. The report discusses the concept of communicative competence in general and in the classroom setting in particular. Next, the report reviews findings from studies of home-school cultural discontinuities to illustrate the importance of understanding the different norms that may govern language interactions in the home, community, and classroom. Finally, the report discusses how an "emic" perspective (that is, the ability to empathize and understand other participants' perspectives and actions) can help teachers and clinicians bridge these differences between home and school. Thirty-six references are attached. (Author/SR)

ED 351 721 CS 507 954

DeWitt-Brinks, Dawn; Rhodes, Steven C.
Listening Instruction: A Qualitative Meta-Analysis of Twenty-Four Selected Studies.
PUB DATE- May 92
NOTE- 29p.; Paper presented at the Annual Meeting of the International Communication Association (42nd, Miami, FL, May 20-25, 1992). Tables may not all be completely legible.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Instructional Effectiveness; *Listening; *Listening Skills; Meta Analysis
IDENTIFIERS- *Listening Research

A study used qualitative meta-analysis to examine a set of empirical studies concerned with listening instruction. Twenty-four studies (subjects were all ages) published in communication-related journals between 1950 and 1989 were analyzed. Analysis of the papers showed conflicting results, producing no clear findings as to whether listening can or cannot be taught. Results showed that the numerous techniques for teaching listening analyzed in the studies could be placed in three categories: indirect approach, direct/traditional approach, and direct/programmed approach. Conflicting results regarding the effectiveness of each may indicate that the method of instruction alone is not the determining factor when listening instruction is successful. The incentive to internalize instruction and increase listening ability may be an important additional factor. Results also showed no clear pattern regarding length of listening instruction, though more positive results were found for studies with longer periods of instruction than for shorter ones. Method of testing may have contributed to the contradictory results of the studies. Age level appeared to have no impact on the effectiveness of

Language, Communication, and Culture: Current Directions.
PUB DATE- 89
NOTE- 269p.; For Volume 12, see CS 508 013.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Bilingualism; Communication Research; Communication Skills; Cross Cultural Studies; *Cultural Context; Foreign Countries; *Intercultural Communication; *Language Acquisition; Language Research; Language Role; Second Language Learning
IDENTIFIERS- Canada; Israel

Dealing with the relationships among language, communication, and culture, the 12 papers in this collection are divided into three parts. The first part deals with the critical issues related to language acquisition, context, and cognition. The second part presents an array of perspectives in analyzing the role of language in comparative cross-cultural communication settings. The third part examines the role of first-language and second-language usage in intergroup communication contexts. Papers presented in the collection are: "Language, Communication, and Culture: An Introduction" (Stella Ting-Toomey); "Communication and Language Acquisition within a Cultural Context" (Beth Haslett); "Linguistic Relativity: Toward a Broader View" (Thomas M. Steinfatt); "Speech and the Communal Function in Four Cultures" (Gerry Philipsen); "Fifty Terms for Talk: A Cross-Cultural Study" (Donal Carbaugh); "Life Demands 'Musayara': Communication and Culture among Arabs in Israel" (Yousuf Griefat and Tamar Katriel); "Linguistic Strategies and Cultural Styles for Persuasive Discourse" (Barbara Johnstone); "Telephone Openings and Conversational Universals: A Study in Three Languages" (Robert Hopper and Nada Koleilat Doany); "Power Pronouns and the Language of Intercultural Understanding" (Stephen P. Banks); "The Contexts of Language Learning: Extending the Intergroup Model of Second Language Acquisition" (Peter Garrett and others); "Cultural Variability in Ethnolinguistic Identity" (William B. Gudykunst); and "Bilingual Communication in Organizational Settings: Aspects of the Canadian Case" (Richard Y. Bourhis). (References are included with chapters.) (RS)

ED 351 740 CS 508 015

Korzenny, Felipe, Ed.; Ting-Toomey, Stella, Ed.
Communicating for Peace: Diplomacy and Negotiation.
PUB DATE- 90
NOTE- 249p.; For Volume 13, see CS 508 014.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Case Studies; Foreign Countries; *International Communication; *International Relations; Interpersonal Communication; *Peace
IDENTIFIERS- Alternative Media; Communication Strategies; Egypt; Israel; Philippines

Inspired by trends towards increasing attention to peace studies and an emphasis in international relations on placing communication at the center of diplomacy and negotiation, this book presents 13 papers divided into three main sections. The first section contains conceptual selections that address general theory. The second section more clearly presents case studies and examples that lead to praxis. The third section addresses issues of organizational structure, media, and alternative channels of communication for the procurement of peace. Papers in the book are: "Communicating for Peace: Hope

PUB DATE- Jan 92
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Assessment; Educational Quality; Elementary Secondary Education; *Formative Evaluation; *Program Effectiveness; *Program Evaluation; *State Programs; *Summative Evaluation
IDENTIFIERS- Minnesota; *Minnesota Educational Effectiveness Program

Findings of a study that evaluated the effectiveness of the Minnesota Education Effectiveness Program (MEEP) are presented in this report. MEEP is a school-based program designed to improve the Minnesota educational system and is facilitated through ongoing staff development processes. The participating schools are supported by a statewide network of councils and facilitators. Phase 1 of the evaluation process provided summative and formative evaluations, which were based on data obtained from a survey of 995 out of 2,299 participants and telephone interviews with 46 educators. Phase 2 will identify a process for tracking MEEP's impact on student learning through group planning meetings. Findings are presented regarding respondents' demographic characteristics, program effectiveness, and impact. Some outcomes include teacher empowerment, positive attitudes toward teaching and students, increased staff involvement and collegiality, and improved student self-esteem and participation. Recommendations are made to continue or increase funding for MEEP, to conduct a formative evaluation of MEEP's support systems, and to develop a comprehensive ongoing evaluation process. Thirteen tables, one figure, and an executive summary are included. Appendices contain the survey and interview format. (LMI)

ED 351 762 EA 024 449

Nissani, Helen; Hagans, Rex
The Power of Integrating Education and Human Services; Achieving the Potential of the Northwest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Services; *Educational Cooperation; Elementary Secondary Education; *Family Programs; *Family School Relationship; *Human Services; *Regional Cooperation; School Community Relationship; Shared Resources and Services; Social Services
IDENTIFIERS- *United States (Northwest)

This paper describes integration activity, or the linking of education with human services, in the northwestern United States as a basis for developing technical-assistance and policy-analysis capacity. Given the historical, social, and political contexts of integration, a developmental continuum for integration activity is presented. New roles and relationships are described and the six key elements (family centered service delivery, comprehensive service focus, prevention orientation, empowerment focus, local community focus, and synergistic procedures and process) of successful

Positions in Education Administration. A Resource Manual.
SPONS. AGENCY- Kraft General Foods Foundation, Glenview, IL.; Office of Educational Research and Improvement (ED), Washington, DC. Programs for the Improvement of Practice.
PUB DATE- Dec 92
NOTE- 119p.; The National Leadership Network is a partnership between the U.S. Department of Education and Kraft General Foods, Inc.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Selection; *Educational Administration; Elementary Secondary Education; Employment Level; Employment Patterns; *Equal Opportunities (Jobs); Females; Leadership; *Minority Groups; *Recruitment; *Women Administrators

Activities aimed at addressing the need for recruiting women and minorities in school administration are presented in this resource manual, which is a collective work of the Study Group on Women and Minorities sponsored by the National LEADership Network. Each section describes an interactive, adaptable activity that is aimed at policymakers and administrative staffs. The first activity focuses on how to obtain, use, and disseminate information to create a state demographic profile. The second activity aims to share information about several current recruitment programs and to help Leadership in Educational Administration Development (LEAD) directors plan for expanding recruitment efforts. Providing entry-level support is the purpose of the third activity, which is designed to create awareness and encourage the development of entry-level programs for women and minorities. The fourth activity examines the promotion of advancement opportunities for women and minorities: identifying barriers to advancement and determining strategies to overcome them, and valuing diversity in leadership styles. Activity 5 helps administrators create an action plan. Forty-three figures can be made into transparencies, and a list of resources accompanies each section. Appendices contain an article on access to the roles of school leadership, resolutions adopted by the National School Boards Association (NSBA) and American Association of School Administrators (AASA), LEAD Center directors/trainers resources, and training activity notes. (Contains 44 references.) (LMI)

ED 351 784 EA 024 475

Windham, Douglas M.
Indicators of Educational Effectiveness and Efficiency.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.
PUB DATE- Aug 90
NOTE- 196p.; This monograph is a companion volume to Chapman and Windham, "The Evaluation of Efficiency in Educational Development Activities" (1986).
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cost Effectiveness; *Educational Assessment; Educational Economics; *Efficiency; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Foreign Countries; *Measurement Techniques; Organizational

Know. Successful Schools: Guidebooks to Effective Educational Leadership. Volume 3.
PUB DATE- 92
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Administrators; *Compliance (Legal); Court Litigation; Discipline Policy; *Educational Discrimination; Elementary Secondary Education; Equal Education; *Government Role; *Legal Problems; *Legal Responsibility; School Administration; *School Law; School Safety

Information to help school administrators avoid legal problems is provided in this guidebook. Chapter 1 explains the governance of public education at the federal, state, and local levels, with a focus on the role of local school boards. Chapter 2 outlines the major legal issues facing schools today, with a focus on the broad drift of constitutional law in three areas--equal opportunity, human rights, and church/state separation. The U.S. court system is briefly outlined. Chapters 3-5 focus on the legal underpinnings of sound student management--the management of instruction, school discipline, and school safety. Brief explanations of legal principles are given, followed by practical examples and advice. The sixth chapter is devoted to laws related to special education, with an emphasis on identification, placement, and appeal processes. The legal foundations of collective bargaining are described in the eighth chapter, which focuses on practical tips for contract management. The final chapter examines risk management and program planning with the courts in mind. It summarizes major planning strategies and emphasizes the need for proactive risk management in the school district. References accompany each chapter. (LMI)

ED 351 805 EA 024 503

English, Fenwick W.
Deciding What To Teach and Test: Developing, Aligning, and Auditing the Curriculum. Successful Schools: Guidebooks to Effective Educational Leadership. Volume 4.
PUB DATE- 92
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; *Curriculum; *Curriculum Design; Curriculum Development; *Curriculum Evaluation; Curriculum Guides; Elementary Secondary Education; Hidden Curriculum; *Instructional Material Evaluation; School Administration; Testing Problems
IDENTIFIERS- Curriculum Audits

Practical curriculum issues faced by the school administrator are addressed in this guidebook. Chapter 1 examines the function of curriculum in schools and describes the three forms of curricula: formal, informal, and hidden. These forms appear as written, taught, and tested curricula. Chapter 2 develops a template for curriculum content. The third chapter discusses students. The researcher, a special educator, conducted the following activities: (1) presented an inservice training to staff on integration strategies, (2) modeled desired strategies during a 2-week mini-unit in social studies, (3) collaborated in providing shared instruction in a math unit, and (4) switched roles with a regular educator for two full consecutive days. Outcomes included: teachers increased acceptance and understanding of integration as evidenced by pre-intervention and post-intervention surveys; a decrease in the numbers of questions about integration posed by staff and an increase in the numbers of positive comments; the targeting of specific areas for improvement as a result of staff discussions; and improved perceptions of support by the regular class teachers. Appendices include the integration assessment surveys and results, a teacher questionnaire, and a model for effective utilization of special education staff in the regular classroom. (Contains 31 references.) (DB)

ED 351 825 EC 301 652

Bishop, Carrie, Comp.; Scheffler, Marilyn, Comp.
Speech-Language Pathology in Rural Areas. Annotated Bibliography.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Delivery Systems; Elementary Secondary Education; *Language Handicaps; *Rural Education; *Speech Handicaps; Speech Pathology; *Speech Therapy
IDENTIFIERS- *Nebraska

This annotated bibliography lists 66 references concerning the delivery of speech language pathology services in rural areas. It was developed as part of Project RESPOND (Recruiting and Educating Speech-Language Pathologists in Outstate Nebraska Districts). Items are listed alphabetically by author and are dated from 1975 through 1992. A brief non-evaluative annotation and key subject terms are included for each citation. (DB)

ED 351 826 EC 301 653

Provision of Services to Students with Attention Deficit Hyperactivity Disorder. A Vision for Education.
PUB DATE- 26 Nov 91
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attention Deficit Disorders; *Compliance (Legal); Definitions; Delivery Systems; Educational Needs; *Educational Policy; *Eligibility; Federal State Relationship; *Hyperactivity; Incidence; Needs Assessment; Policy Formation; Special Health Problems; *State Standards; Student Needs; Teacher Education
IDENTIFIERS- *Virginia

Presented is the report of a Virginia study committee analyzing various policy options on the provision of services to students with Attention Deficit Hyperactivity Disorder (ADHD). The study found that approximately 49,000 Virginia students have an attention deficit disorder, with 24,500 in need of special education services and an additional 24,500 probably in need of

(120),Reports - Research/Technical (143)
DESCRIPTORS- Business; *Change Strategies; Cooperation; Delphi Technique; Demography; *Disabilities; *Education Work Relationship; Employer Attitudes; Futures (of Society); Industry; Labor Force; *Labor Force Development; *Policy Formation; *School Business Relationship; Secondary Education; Social Action; Special Education; Trend Analysis

This paper examines changing demographics in the American work force during the 1990s and implications for the economy, for America's ability to compete globally, and for industry and education. In response to these workplace and demographic changes, the National Association for Industry-Education Cooperation utilized the technique of networking to identify and select a 200-member respondent panel for a Delphi procedure. The panel included employers, local and state directors of special education, and others. The results of the Delphi process were a ranked listing of 29 items citing implications of, and recommendations for responding to, the changing demographics in the work force. The top 10 items formed an "action agenda" to guide industry-special education's joint response. The 10 items called for cooperative efforts to improve curriculum, adult services, work experiences, and transition; greater emphasis on exposing youths with disabilities to the expectations of the work environment; education of employers and employees about the needs and potential contributions of persons with disabilities; creation of more effective transition programs; and increased emphasis on basic academic competence. Activities to support dissemination of the agenda are described. An appendix contains rank orderings, statistical data, and analysis of the 29 items. (Contains 11 references.) (JDD)

ED 351 846 EC 301 674

Shackelford, Jo
State/Jurisdiction Eligibility Definitions for Part H.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Oct 92
NOTE- 23p.; A product of the National Early Childhood Technical Assistance System.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *At Risk Persons; *Definitions; *Disabilities; Educational Diagnosis; *Educational Legislation; Educational Policy; *Eligibility; Evaluation Criteria; Federal Legislation; Handicap Identification; Infants; Preschool Education; State Programs; State Standards; Toddlers
IDENTIFIERS- *Developmental Delays; *Individuals with Disabilities Education Act Part H

This paper discusses how states and jurisdictions define "developmental delay" and "at risk" in their definition of eligibility for services to infants and toddlers under Part H of the Individuals with Disabilities Education Act. It reviews the procedures and criteria used to determine developmental delay and outlines the categories of risk for adverse developmental outcomes (established risk, biological/medical risk, environmental risk, and single versus multiple risk factors). A nine-page table displays a summary of states' policies regarding the definition of developmental delay and their approaches to serving at-risk children. This table indicates the status of each state's participation in Part H, topics for conversation, and performance activities for classroom use based on the text, "Don Quijote de la Mancha" by Miguel de Cervantes Saavedra. It is not a literary analysis of the text. Contents include: substantial background material on the author and the cultural context of the literary work; a variety of activities based on this cultural information; a summary of themes, story, and symbolism; activities based on this and other works of the author; notes on staging the text; and a brief bibliography of materials by the same author and instructional resources, both print and audiovisual. (MSE)

ED 351 870 FL 020 740

Gies, David Thatcher, Comp.
"San Manuel Bueno, martir," Miguel de Unamuno. Performance Guides to Spanish Texts.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 89
NOTE- 32p.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Authors; Class Activities; Classroom Techniques; *Cultural Context; Cultural Education; *Literature Appreciation; *Novels; *Oral Interpretation; Secondary Education; Second Language Instruction; Second Languages; *Spanish; *Spanish Literature
IDENTIFIERS- San Manuel Bueno Martir; *Unamuno (Miguel de)

This performance guide is the result of work conducted at the University of Virginia's National Endowment for the Humanities Summer Institute, 1989, on "Spanish Literature in Performance," in which 25 secondary school Spanish teachers studied Spanish texts from the perspective of classroom performance to deepen knowledge of the texts and discover ways to stimulate teaching and appreciation of literature in the high school classroom. The guide distills and synthesizes issues raised during the institute into background material, topics for conversation, and performance activities for classroom use based on the text, "San Manuel Bueno, martir" by Miguel de Unamuno. It is not a literary analysis of the text. Contents include: substantial background material on the author and the cultural context of the literary work; a variety of activities based on this cultural information; a summary of themes, story, and symbolism; activities based on this and other works of the author; notes on staging the text; and a brief bibliography of materials by the same author and instructional resources, both print and audiovisual. (MSE)

ED 351 871 FL 020 747

Leung, Kei Wai; Maciejewski, Anthony A.
User's Guide for the Nihongo Tutorial System.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 90
NOTE- 95p.; For related document, see FL 020 748.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Assisted Instruction; *Japanese; *Languages

Education; *On the Job Training; Program Development; School Business Relationship; Second Language Instruction; Student Evaluation; Volunteers
IDENTIFIERS- *Workplace Literacy

This guide is designed to help program developers establish a literacy program geared to specific occupations. It uses examples from English second-language literacy education for the hotel housekeeper. The guide consists of seven sections addressing the following aspects of program development: getting started and overall planning; selecting a business partner; developing and modifying curriculum (including a lesson plan worksheet); funding and volunteers; computer based instruction; sites, worker incentives, and participant evaluation; and useful forms and flyers for establishing a new program. Each section contains different kinds of materials for administrator, teacher, and student, including a number of sample curriculum units and lesson plans, worksheets, and handouts. Some materials that apply specifically to working with the Anchorage Literacy Project are provided. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 351 891   FL 800 561

Bean, Robert
Creating a Comprehensive Workplace TESOL & Literacy Service.
PUB DATE- 7 Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (26th, Vancouver, British Columbia, Canada, March 3-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); Foreign Countries; *Inplant Programs; *Literacy Education; *Networks; *On the Job Training; Program Descriptions; Program Development; Second Language Programs
IDENTIFIERS- *Australia; *Workplace Literacy

The evolution of the Workplace Education Service that operates in South Australia is chronicled. Begun as a single program designed to integrate workplace literacy, English as a Second Language, and literacy education for both native and non-native English-speakers in an automobile plant, the project grew into a network of programs and services in ten colleges across the region. Establishment of the initial program and foundations for expansion are the focus of this report. These aspects of the program's development are highlighted: rationale and potential for support; writing a workplace education policy; program consultation and management; sources of funding; administrative and logistical considerations in formation of the first unit; creating the administrative structure; unit development and operation; teacher roles and responsibilities; program philosophy and values; and benefits of the comprehensive, as contrasted with fragmented, approach to literacy and workplace education. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 351 892   FL 800 563

Henry, Jean
Holistic Teaching Strategies for Hispanic Students.

fields showing the greatest gain in popularity during the college years were business and school teaching, with science-related careers showing the greatest decline. Appendices include the student survey instrument and the weighting methodology used in the statistical analysis. Contains 11 references. (GLR)

ED 351 910 HE 025 965

Wingard, Tamara L.; And Others
The American College Student, 1989. National Norms for 1985 and 1987 College Freshmen.
PUB DATE- Oct 91
NOTE- 389p.; For related documents, see HE 025 962-967.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Freshmen; Comparative Analysis; Course Selection (Students); Data Collection; Higher Education; Institutional Environment; National Surveys; Statistical Data; *Student Attitudes; *Student Characteristics; *Student Development; *Student Educational Objectives; Student Participation; *Undergraduate Study

This 1989 report provides a statistical overview of followup surveys concerning college freshmen (in 1985 and 1987) students attending two- and four-year colleges and universities. The report's purpose is to contrast college freshmen responses with those given 2 and 4 years later to better examine how students change during the undergraduate years. Additionally presented is a description of the methods used in collecting and presenting the data. The report's first three sections report adjusted national norms from the 1989 followup of 1985 freshmen men, women, and all students. Sections 4 through 6 provide weighted tabulations for men, women, and all 1987 freshmen who responded to the 1989 followup survey. Each section includes not only 1989 followup data, but also appropriate freshman data. Also reported are the weighted retention figures for 1985 freshmen, provided for four-year institutions by type, selectivity, and student academic achievement levels. Appendices include the weighted methodology used in the statistical analysis, the student survey instrument, and a conversion chart for converting American College Testing scores to Scholastic Aptitude Test equivalents. (GLR)

ED 351 911 HE 025 966

Wingard, Tamara L.; And Others
The American College Student, 1990. National Norms for 1986 and 1988 College Freshmen.
PUB DATE- Oct 91
NOTE- 352p.; For related documents, see HE 025 962-967.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Freshmen; Comparative Analysis; Course Selection (Students); Data Collection; Higher Education; Institutional Environment; National Surveys; Statistical Data; *Student Attitudes; *Student Characteristics; *Student Development; *Student Educational Objectives; Student Participation; *Undergraduate Study

Conference of Adult Education Organizations. Its purpose was to obtain input to help determine the development of the Library of Continuing Education (LCE). Presidents, other officers or leaders of 17 organizations in Canada and the United States and representatives of UNESCO and International Congress of University Adult Education attended. The conference was successful and participants continued to meet. Meetings became forums or places where issues of adult and continuing education were identified and discussed. When the Educational Resources Information Center (ERIC) was being established, the CAEO requested that a Clearinghouse on Adult Education be designated and that it be set up at Syracuse University where the LCE was located. Action was taken by ERIC and the clearinghouse was established at Syracuse University. The name of CAEO changed over the years; in early September 1969, it became the Coalition of Adult Education Organizations. At the Galaxy Conference, the role of CAEO was formalized; a constitution and by-laws were developed. A major policy statement was also developed that reflected a broad and comprehensive vision of adult and continuing education in the United States. A strong relationship continues with the LCE. Current members of CAEO have voted to have Syracuse University as the repository for their archives. CAEO papers and materials are in the Adult Education Collection at Syracuse University. (YLB)

ED 351 449 CE 062 079

Charters, Alexander N.
Comparative Studies in Adult Education--A Review.
PUB DATE- Jun 92
NOTE- 23p.; Paper presented at the World Congress of Comparative Education (8th, Prague, Czechoslovakia, June 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Education; *Comparative Education; Educational Development; *Educational History; *Educational Research; International Education; International Organizations; Lifelong Learning; Nonformal Education; *Professional Associations

One of the most important recent developments in comparative adult education (CAE) has been the formation in 1987 of the Committee for Study and Research in Comparative Adult Education (CSRCAE), jointly founded by the International Council of Adult Education and the International Congress of University Adult Education. The Committee continues to be active in a number of ways: through a series of communications mailed by the Secretary; through face-to-face communication at meetings and conferences CSRCAE members have attended; and through ad hoc sessions held at various international sites. One of CSRCAE's contributions is a definition of the field of CAE which is broadly acceptable to practitioners and which distinguishes it clearly from the field of International Adult Education. CAE has some antecedents in Comparative Education and both may be seen within the paradigm of lifelong education. The first international conference on the comparative study of adult education was held in 1966 at Exeter, New Hampshire. The Exeter group's definition of the main subject matter for comparative study has proven helpful through the years. Since Exeter, a number of events have nurtured work in CAE. There has been a growth in the activity of international bodies with an interest in adult education either from a policy or academic standpoint. UNESCO has sponsored a series of international conferences on materials component designed to accompany the Career Opportunities Instructional Guide. Page numbers are consistent with numbering in that guide. Seventeen units are provided. The materials in Unit 1 concern various aspects of locating information about occupations; Unit 2 provides an introduction to the 13 occupational clusters. Each of the remaining units deals with one of the 15 clusters: agribusiness and natural resources; business and office; communications and media; construction; consumer and homemaking; environment; fine arts and humanities; health; hospitality and recreation; manufacturing; marine science; marketing and distribution; personal services; public services; and transportation. Each unit consists of three components: information sheets, activity sheets, and unit test. The information sheet on specific occupational clusters contains the following items: definition, list of job families and definitions, and examples of occupations with Dictionary of Occupational Titles number. (YLB)

ED 351 468 CE 062 218

Hendrix, Mary W.
Career Opportunities Instructional Guide. Student Materials.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 91
NOTE- 332p.; For the Instructional Guide, see ED 337 687; for the Spanish translation of the student materials, see CE 062 217.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Awareness; Career Education; *Careers; High Schools; Instructional Materials; Learning Activities; *Occupational Clusters; Units of Study; Vocational Education
IDENTIFIERS- Texas

These student materials are designed to accompany the Career Opportunities Instructional Guide. Page numbers are consistent with the numbering in that guide. Seventeen units are provided. The materials in Unit 1 concern aspects of locating information about occupations; Unit 2 provides an introduction to the 15 occupational clusters. Each of the remaining units deals with one of the 15 clusters: agribusiness and natural resources; business and office; communications and media; construction; consumer and homemaking; environment; fine arts and humanities; health; hospitality and recreation; manufacturing; marine science; marketing and distribution; personal services; public services; and transportation. Each unit consists of three components: information sheets, activity sheets, and unit test. The information sheet on specific occupational clusters contains the following items: definition, list of job families and definitions, and examples of occupations with Dictionary of Occupational Titles number. (YLB)

ED 351 469 CE 062 220

Hendrix, Mary W.; And Others
Economic and Societal Factors Instructional Guide. Spanish Student Materials.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 91
NOTE- 339p.; For the instructional guide, see ED 337 688; for the English language version of the student materials, see CE 062 221.
LANGUAGE- Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

ED 351 490 CE 062 247

Shirley, Linda J.; Pritz, Sandra G.
The Lifelong Options Program. A Handbook for Implementing and Managing a Vocational Education Program for Youth at Risk.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Coping; Daily Living Skills; *Dropout Prevention; Dropout Programs; Employment Potential; *High Risk Students; High Schools; High School Students; Interdisciplinary Approach; Job Skills; Measures (Individuals); *Potential Dropouts; Program Development; *Program Effectiveness; *Program Implementation; Vocational Education

This handbook describes a high school dropout prevention program that integrates academic education, vocational education, and a support system in order to provide students with multiple options for their future careers and personal lives. The following information is provided: the program's philosophy; major components (vocational education, applied academics, counseling, employability skills training, life-coping skills, and physical education); guidelines for planning and implementation; and support elements. The following support elements are discussed: staff selection and training; student selection, recruitment, and orientation; flexible scheduling; instructional procedures, such as computer-assisted instruction, tutoring, cooperative learning, and on-the-job experiences; student management; monitoring the program; and administration. The appendices contain the following: addresses of two resource centers, a project profile, a student questionnaire, worksheets about information sources, program components and their use, site visit reports, an interview/observation schedule, an interview guide, and a classroom observation guide. Twenty references are provided. (CML)

ED 351 491 CE 062 248

Ogden, Bob; Hayter, Roy, Ed.
Act Quickly! Seconds Count! Second Edition.
PUB DATE- 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Check Lists; *Fire Protection; Food Service; Foreign Countries; *Hospitality Occupations; *Hotels; Prevention; *Safety Education; Staff Development; Vocational Education
IDENTIFIERS- United Kingdom

This booklet is designed to help hotel employees know what to do if a fire breaks out in the hotel. It also gives hints and suggestions that will help employees to reduce the risk of a fire occurring. Topics are as follows: an employee's responsibility if a fire breaks out; procedures to follow in

Integrated Curriculum; Interpersonal Competence; Kindergarten; Learning Activities; Occupational Information; Relevance (Education); *Talent; Work Attitudes
IDENTIFIERS- *Iowa Model for Career Education

This paper gives an overview of career development theory. It examines the scope and sequence of educational activities provided in the authors' "A Guide to Developing Career Education Across the Curriculum," which explains the "Iowa Model" of career education; and it presents practical suggestions to implement career activities with gifted and talented children and youth. A student competency and five activities are listed for each of seven domains (set of skills and concepts) in the Iowa Model: self; interpersonal relations; self and society; decision-making; economics; occupational knowledge; and work attitudes and values. Descriptions of the activities are brief and provide no advice to the teacher, such as time estimates, or support materials, such as student worksheets and lists of resources. Among the student activities are the following: begin a "Lifelong Notebook" in which to collect ideas and dreams as a tool to understanding self; construct a family career tree and interview family members to determine how interests and abilities influence career choices; do research on a person the student believes is a humanitarian and brainstorm how students can serve others; visit college campuses with families; use computer software that simulates a business; and research the impact life-style has on career choice. A list of 34 references is provided. (CML)

ED 351 510   CE 062 288

Social Change and Adult Education Research--Adult Education Research in Nordic Countries 1990/91.
PUB DATE- 92
NOTE- 259p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Adult Learning; Adult Vocational Education; Developed Nations; Educational History; *Educational Research; Faculty Development; Foreign Countries; Futures (of Society); Independent Study; Instructional Materials; Job Skills; *Job Training; Labor Education; Quality Circles; Research Methodology; *Social Change; Student Participation; Teaching Methods; Unemployment; Unions
IDENTIFIERS- *Nordic Countries

This yearbook contains papers that provide the reader with a general idea of the aspects and issues that interest Nordic researchers today and how they approach these problems. To provide a more uniform picture of the status of adult education in the different Nordic countries, four brief general surveys begin the book: "Adult Education Research in Denmark" (Bjarne Wahlgren); "Adult Education Research in Finland" (Jukka Tuomisto); "Adult Education Research in Norway" (Anna Gullichsen); and "Adult Education Research in Sweden" (Maj Klasson). Papers on Denmark include the following: "Participants' Outcome of Courses for Long-Term Unemployed" (Vibe Aarkrog, Bjarne Wahlgren); "General Qualification of Unskilled and Semi-Skilled Workers" (Knud Illeris); "Problems and Potentials in Danish Adult Education" (Bo Jacobsen); and "Seven Ascertainments of Adult Education" (Kim Jacobsen). Finnish papers are as follows: "Transforming Adult Teaching" (Antti Kauppi); "Framework for Adult Education" (Seppo

ED 351 526 CE 062 340

Schmidt, B. June
Collaborative Efforts between Vocational and Academic Teachers: Strategies that Facilitate and Hinder the Efforts.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 31p.; For a related document, see CE 062 335.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Education; Basic Skills; Classroom Techniques; Curriculum; Educational Administration; *Educational Cooperation; Educational Strategies; High Schools; *Integrated Curriculum; Program Effectiveness; School Counselors; Secondary School Teachers; Surveys; *Teaching Methods; *Vocational Education

Research identified strategies implemented collaboratively between vocational and academic teachers at Southern Regional Education Board-Vocational Education Consortium pilot sites to develop basic academic competencies of students in vocational programs. Structured interviews were completed at three pilot-site schools--a comprehensive high school and two vocational centers that served four feeder high schools. Thirty individuals (10 at each site) were interviewed; they included 11 vocational teachers, 9 academic teachers, 3 counselors, 3 vocational directors, 2 principals, 1 supervisor, and 1 remediation specialist. Information regarding educational experience and preparation was tallied. Statements were recorded from responses to interview items asking for descriptions of strategies that had been implemented at the sites and asking for descriptions of strategies that had been particularly effective and those that had not. A total of 129 positive and 89 negative statements were recorded. The statements were synthesized to 57 positive and 41 negative strategies in 4 categories: instructional strategies, curricular strategies, cooperative efforts, and administrative practices and procedures. Some key ideas surfaced: (1) administrators need to set the stage, but teachers need to determine the "how to" of specific integration strategies; (2) teachers' focus becomes the students; and (3) administrators must establish and maintain a positive climate for change. (YLB)

ED 351 527 CE 062 341

Jarosik, Daniel; Phelps, L. Allen
Empowering Accountability for Vocational-Technical Education: The Analysis and Use of Wage Records.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Educational Assessment; *Education Work Relationship; *Followup Studies; Government School Relationship; High Schools; Information Utilization; *Outcomes of Education; *Payroll Records; Postsecondary Education; Program Effectiveness; Program Evaluation; Relevance (Education); *School Effectiveness; Unemployment Insurance
IDENTIFIERS- Alaska; Arizona; Colorado; Florida; Illinois; Indiana; Missouri; New Hampshire; Oklahoma; Texas; Virginia;

ED 351 544 CE 062 404

Reilly, Linda B.; And Others
Study To Examine Impact of Gender Equity Training Programs on Attitude Expressed toward Women in Nontraditional Roles.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Adult and Occupational Education.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Change Strategies; Consciousness Raising; Equal Education; High Schools; High School Students; Instructional Effectiveness; *Nondiscriminatory Education; *Nontraditional Occupations; *Sex Fairness; Sex Role; *Sex Stereotypes; Training Methods
IDENTIFIERS- *New Jersey

A study examined attitudes toward women in nontraditional roles among high school students and staff and identified the training strategies most effective in increasing acceptance of women in these roles. Participants in the study were 759 students (48 percent), teachers (35 percent), and counselors and administrators (17 percent) in 9 school districts in New Jersey. Participants were involved in equity training programs, funded by the New Jersey State Department of Vocational Education, that used career days, guest speakers, job fairs printed materials, posters, film, and videos. A pretest/posttest control group design was used, along with an instrument that was a semantic differential test on which participants were asked to indicate feelings about women in 10 different nontraditional roles. The results included the following: (1) female respondents were significantly more positive toward women in nontraditional roles on both the pretest and posttest; (2) on the posttest, Caucasians were significantly more positive than African Americans, Hispanics, Asian Americans, or Native Americans; (3) Asian Americans had the least positive attitudes; (4) on the posttest, teachers and administrators were more positive than either counselors or students; (5) no significant changes were found in either counselors or students as a result of training; (6) positive changes were found among students who attended a 2-day workshop for student leaders called Achieving Sex Equity through Training; and (7) ongoing training involving printed materials, posters, films, career awareness programs, and speakers seemed to be the most effective in producing positive attitudes. (CML)

ED 351 545 CE 062 409

Navaratnam, K. K.; Mountney, Peter
Meeting the Needs of Overseas Students: Exporting Quality Vocational Education and Training.
PUB DATE- Feb 92
NOTE- 12p.; Paper presented at a conference on Quality in International Education (Toowoomba, Queensland, Australia, February 6-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; *College Environment; Foreign Countries; *Foreign Student Advisers; *Foreign Students; Postsecondary Education; School Choice; *School

scanning rapidly for information related to regulations, reading for employment, following directions related to regulations, and interpreting rules related to regulations) and mathematics (decimals related to regulations). Answer keys are given. (YLB)

ED 351 563 CE 062 441

Rural Workplace Literacy Demonstration Project. Welding Curriculum. Dorsey Trailers, Inc.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 151p.; For related documents, see CE 062 439-440. Some marginal print on pages 48 and 67.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Curriculum Guides; Demonstration Programs; *In Plant Programs; Interpersonal Communication; Learning Activities; Listening Skills; *Literacy Education; *Mathematics Instruction; Pretests Posttests; *Reading Instruction; Rural Areas; Speech Communication; Speech Skills; Vocabulary Development; *Welding
IDENTIFIERS- Workplace Literacy

This curriculum guide contains workplace-specific instructional materials developed for use in a rural workplace literacy demonstration project, specifically with welders. Contents include a student assessment form, instructional objectives, pre- and posttests, learning activities (some locally developed and some selected from commercially prepared materials), and job simulations. Learning activities are provided for vocabulary, comprehension, reference, whole numbers, fractions, decimals, percents, measurements and calculations, interpersonal communication, vocabulary, and information transfer. Answer keys are given. (YLB)

ED 351 564 CE 062 442

Johnson, Scott D.; Satchwell, Richard E.
The Effect of Functional Flow Diagrams on the Technical System Understanding of Apprentice Aircraft Maintenance Mechanics.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aviation Education; Cognitive Structures; Comprehension; *Diagrams; *Educational Strategies; *Flow Charts; Higher Education; Instructional Materials; Learning Processes; *Metacognition; Systems Analysis; Technological Literacy; Thinking Skills
IDENTIFIERS- *Functional Flow Diagrams; University of Illinois

A quasiexperimental study involved 18 male students enrolled in an aircraft systems course at the University of Illinois. The control group of 10 students studied 39 schematic diagrams of aircraft systems. The treatment group of eight students studied the same schematic diagrams plus conceptual diagrams of the systems. Otherwise, the instruction for the two groups was the same. The treatment group achieved significantly higher scores statistics, probability, measurement, geometry, and linear algebra as applied in the workplace. The course was part of a workplace literacy project developed by Mercer County Community College (New Jersey) and its partners. The following topics are covered: basic decimal concepts and problem-solving techniques, basic fraction concepts and problem-solving techniques, basics of percents and solving percent problems, ratio and proportion, statistics, graph basics, data analysis, probability basics, measurement systems and geometry basics, and linear algebra. The document begins with a description of the project and a course outline that includes objectives, topical outline, textbook references, and list of supplies. The rest of the document consists of information sheets and exercises for learners. The document ends with two forms of a pretest and one answer key. (CML)

ED 351 581 CE 062 483

Basic Math III for Manufacturing.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 66p.; For related documents, see CE 062 480-501.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Coding; Computation; Decimal Fractions; Fractions; Geometry; Manufacturing; *Mathematical Applications; Mathematical Concepts; *Mathematics Instruction; Mathematics Materials; Mathematics Skills; Measurement; *Problem Solving; Ratios (Mathematics); Statistics
IDENTIFIERS- *Workplace Literacy

This document offers instructional materials for a 32-hour course on math operations involving graphs/statistics, measurement (English and metric), geometry, exponential notation, and scientific notation as applied in the workplace. The course was part of a workplace literacy project developed by Mercer County Community College (New Jersey) and its partners. The document begins with a description of the project, a course outline (including objectives, topical outline, textbook references, and list of supplies), and a pretest. The rest of the document consists of information sheets, exercises, and quizzes for learners. (CML)

ED 351 582 CE 062 484

Basic Science.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 47p.; For related documents, see CE 062 480-501.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Chemistry; Course Content; Course Descriptions; Employment Potential; Instructional Materials; Job Training; Literacy Education; *Physics; *Science Curriculum; Science Experiments; Science Instruction
IDENTIFIERS- Workplace Literacy

Instructional materials are provided for a course that covers

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 348p.; With assistance from Elaine Adams. For related documents, see ED 342 926, ED 346 291-292, and CE 062 446.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Higher Education; *Inservice Teacher Education; Mentors; *Professional Development; Professional Personnel; Secondary Education; *Teacher Supervision; Vocational Education; *Vocational Education Teachers

Intended to help beginning vocational teachers make a smooth transition into the field of teaching, this document contains five guides that give a complete set of instructions for implementing, operating, and evaluating a comprehensive Professional Development Program for Beginning Vocational Teachers. The guides follow an introduction and executive summary. The Local Professional Development Coordinator Guide contains, among other things, sections on the qualifications and role of the local professional development coordinator. Among the sections in the Administrator Guide are discussions of the collaborative approach and the administrator's role in the program. Among the sections in the Mentor Guide are the following: the qualifications and characteristics of mentor teachers, the role and responsibility of mentor teachers, mentor training, an application for mentorship, and eight appendices. The guide called the Beginning Vocational Teacher Handbook is designed to be individualized and maintained by each beginning teacher. It contains information on or directions relating to the following areas: working with advisory committees; the business community; calendars, schedules, and due dates; and suggestions for success. The guide called Suggested Resources for the Professional Development Center contains annotations concerning resources on these topics: the vocational service areas, at-risk students, careers, communication, general information, student intervention, teacher education, teaching, technology education, and vocational education. (CML)

ED 351 604 CE 062 516

Rosenberg, Judith H.
Learning and Gender Fair Teaching.
SPONS. AGENCY- Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
PUB DATE- 89
NOTE- 64p.; For a related document, see CE 062 517.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Learning; *Cognitive Style; Females; *Inservice Teacher Education; Males; *Nondiscriminatory Education; Postsecondary Education; *Sex Bias; *Sex Differences; Sex Discrimination; *Sex Fairness; Sexism in Language; Sex Role; Sex Stereotypes; Sexual Harassment; Womens Education

This learning unit is designed to sensitize educators to gender differences in learning styles, to help identify specific needs the acceptability, as rated by school psychologists, of using curriculum-based assessment and standardized, norm-referenced assessment measures for evaluating academic performance was examined. Using a random survey of 1989-90 members of the National Association of School Psychologists, 249 participants completed the Assessment Rating Profile (ARP) after reading a description of assessment data collected on a hypothetical 4th-grade student with academic difficulties. Participants in each condition were presented with data from one of two different scripts: the curriculum-based assessment and the standardized testing assessment. Each participant was exposed to only one condition. Following these scripts, participants completed the Assessment Rating Profile, a measure designed to assess the acceptability of the assessment method described in the script. Results indicated that although both assessment methods were found to be acceptable, curriculum-based assessment was rated significantly and consistently as more acceptable than standardized assessment practices. (ABL)

ED 351 622 CG 024 622

Conover, Susan; And Others
Orientation for Nontraditional Students: A Student-Centered Approach.
PUB DATE- 18 Mar 91
NOTE- 15p.; Paper presented at the Annual Meeting of the American College Personnel Association (Atlanta, GA, March 15-20, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Higher Education; *Nontraditional Students; *Program Content; Program Effectiveness; Program Evaluation; *School Orientation
IDENTIFIERS- University of Georgia

The orientation program of the Georgia Center for Continuing Education at The University of Georgia for nontraditional students has two primary goals. The first goal is to provide information that will help students make a successful transition to college; second, to provide opportunities for students to meet each other and campus personnel in an environment which fosters a sense of community and belonging. This is very important for nontraditional students, many of whom are apprehensive about beginning or returning to college. The orientation program, which lasts about 2 hours, includes a reception, welcome and introductions, student/faculty panel, campus orientation, University Evening Class orientation, student services needs assessment, and program evaluation. The "Keys for Success" for this program fall into three categories: (1) preparation, including: clearly defined goals, familiarity with student characteristics and needs, familiarity with campus and community resources, and planning, organization, and rehearsal; (2) program design and implementation, including: convenient date and time, welcoming atmosphere, opportunities for informal dialogue, a program component guaranteed to be a success, pertinent information, variety of methods to disseminate information, flexibility, appropriate program length, and carefully selected program presenters; and (3) program evaluation, including: formal and informal evaluation and post-program planning. (ABL)

ED 351 623 CG 024 623

instructional, academic advisement, and mentoring effectiveness. Such a program sensitizes faculty to the unique qualities and needs of entering freshmen, thus improving their ability to contribute to student retention in an era of increasingly diverse student populations. (ABL)

ED 351 642   CG 024 643

Goodwill, Janet V.; Hulbert, Kathleen
A Process Model of Empowerment for Women in Group Settings.
PUB DATE- 15 Aug 92
NOTE- 32p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Females; *Group Dynamics; Groups; *Group Structure; Models
IDENTIFIERS- *Empowerment

The significance/importance of relationships and connection of women in working through emotional distress and building personal empowerment is illustrated in the process model. The group process model of empowerment draws from both the current theories of women's psychological development and social interaction theory in illustrating the process toward empowerment occurring in females in group settings. A shelter group, designed for battered women, can provide the genesis for self-empowerment, a missing component in the adult development for most of these women. The evaluation of other women's groups demonstrates the occurrence of the empowerment process in diverse group settings. The process of instilling compassion for oneself and others, and engaging in mutually satisfying and empowering relationships can enrich the understanding of women's groups for work, study, support, peer supervision, friendship, business, research, activity, political action, governance, and peace keeping. Personal empowerment for women is essential to changing the institutional and societal conditions that currently contribute to the "disempowerment" of women. The process model can serve to structure and enhance groups designed for women's empowerment. For where women gather together, there exists a potentially fertile environment to develop connections and to attain personal empowerment. (ABL)

ED 351 643   CG 024 644

Garcia, Teresa; Pintrich, Paul R.
Critical Thinking and Its Relationship to Motivation, Learning Strategies, and Classroom Experience.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 31p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; College Students; *Critical Thinking; English Instruction; *Goal Orientation; Higher Education; Metacognition; *Motivation; Self Control; Self Motivation; Social Sciences

effectiveness has not been directly and systematically investigated. The goal of this study was to assess whether physically attractive (versus unattractive) individuals are perceived as possessing different amounts and types of interpersonal power. Data was collected from 87 male and 139 female undergraduates. A questionnaire examined social-influence related impressions of the target, and three hypothesized mediating variables in the physical attractiveness-social influence relationship, including interpersonal attraction, identification, and social skills. This study extended previous research on the physical attractiveness stereotype into the domain of perceived interpersonal power. Correspondingly, the obtained results extended the conclusion "what is beautiful is good" to "what is beautiful is good--at getting others to do what he wants." The moderate inferential relationship between physical attractiveness and social influence effectiveness obtained in the present investigation is consistent with historical and anecdotal "evidence" that suggested that the power of beauty does exist. Identification with, and more strongly, perceptions of the targets' social skills were found to mediate the perceived link between looks and social influence effectiveness. (ABL)

ED 351 662 CS 011 051

Nicoll-Hatton, Vivienne
Big Books Revisited: An Interview with Don Holdaway. PEN 86.
PUB DATE- 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Classroom Environment; *Language Acquisition; *Literacy; Models; Primary Education; *Reading Instruction; Teacher Role; Theory Practice Relationship
IDENTIFIERS- *Big Books; Emergent Literacy; Holdaway (Don); New Zealand; *Shared Book Experience

This article presents an interview with Don Holdaway, early childhood educator and originator of "shared book experience." The article first provides a brief summary of themes embodied in Holdaway's first book, "The Foundations of Literacy." It then presents the interview with Holdaway, discussing literacy learning, big books, and Holdaway's acquisition model of learning. The interview also touches on the importance of children becoming risk takers if they are to enter into the problem solving behavior which learning to read entails, and discusses the need for children to be helped to develop self-correction or self-regulatory behaviors, their most important resource in becoming autonomous literacy learners. (SR)

ED 351 663 CS 011 081

Zalud, Garreth G.; And Others
A Survey of Reading Program Materials, Methods, and Teacher Theoretical Orientation in South Dakota Public, Non Public and Bureau of Indian Affairs Schools.
PUB DATE- 2 Dec 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Junior High Schools; Middle

posture and be clear about what they have to offer. The study of literature has always helped people understand the larger context. An experience with literature supplies students with experience in and models for understanding their actions in a context larger than themselves. English classes should be equipping students to make jobs fit what they see as valuable. The first step is to give them experience at seeing the power of context. (RS)

ED 351 682 CS 213 557

Dodson, Charles B.
A Different Kind of Hero: Teaching the "Tale of Genji" to American Undergraduates.
PUB DATE- Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the College English Association (23rd, Pittsburgh, PA, March 27-29, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Literary Criticism; Literary Genres; *Literary Styles; *Literature Appreciation; *Reader Response; Undergraduate Students; *World Literature
IDENTIFIERS- Heroes; *Japanese Literature; *Tale of Genji (The)

A sophomore-level course surveying world literature through the seventeenth century emphasizes the theme of heroes and heroic codes using western classics and the "Tale of Genji," a fictional account of an idealized Japanese courtier and gentleman written in the tenth century AD by the court lady Murasaki Shikubu, and often considered to be the world's first novel. In the "hero" Genji, students find a hero who is not only different from the classic occidental figure, but in many respects almost diametrically opposed to it. Genji combines personal beauty and refined aesthetic sensibility. He is a practicing poet, a scholar of Chinese literature and history, a dancer, a musician, a painter, and (most important of all) he is one who is deeply sensitive to "mono no aware," the pervasive sense of the transience and essential sadness of life. All these traits and more set Genji apart from the classical western hero; moreover, students have a great deal of difficulty with Genji's usually refined but inexhaustible sexual adventuring. There are, however, some similarities between Genji and the traditional hero, and students are quick to perceive them, but they insist that he differs from western heroic figures far more extensively and dramatically than he resembles them. The sharp contrast Genji provides forces students to reconsider and perhaps even modify their responses to that traditional heroic figure. (RS)

ED 351 683 CS 213 562

Fey, Marion H.
Building Community through Computer Conferencing and Feminist Collaboration.
PUB DATE- May 92
NOTE- 16p.; Paper presented at the Annual Computers and Writing Conference (8th, Indianapolis, IN, May 1-3, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; Computers; Course Content; *Electronic Mail; Feminism; Higher Education; *Student

introduction. Section 2 presents a selection of papers produced by students achieving the Satisfactory level (3). Section 3 presents a selection of papers produced by students achieving the Excellent (5) level. Both sections also include specific commentaries discussing the papers in terms of the marking categories, a general commentary about the level of expectation under discussion, and a summary of features that emerge at both levels. Section 4 presents a summary, conclusions, and suggestions for instruction. Two appendixes contain sample papers from the English 30 Written-Response Assignments from June 1991, and the English 30 Scoring Guide, June 1991. (SR)

ED 351 702 CS 213 605

Samples of Students' Writing from the June 1991 English 33 Diploma Examination.
PUB DATE- 92
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Foreign Countries; *Grading; Guidelines; High Schools; High School Students; Student Evaluation; *Student Writing Models; *Writing Evaluation; Writing Tests
IDENTIFIERS- *Alberta; Alberta Grade 12 Diploma; Canada; Writing Development

This booklet has two purposes: to illustrate and compare two important levels of expectation, or standards, set for the Alberta (Canada) English 33 diploma examination writing ("Satisfactory" and "Excellent") and to provide suggestions to help students move beyond the Satisfactory level developing their unrealized writing potential. Sample papers from the June 1991 written response assignment form the major part of the booklet, which compares the approaches illustrated by the papers and suggests ways to improve student writing for the examination. The booklet contains four sections. Section 1 presents an introduction. Section 2 presents a selection of papers produced by students achieving the Satisfactory level (level 3). Section 3 presents a selection of papers produced by students achieving the Excellent level (level 5). The samples in the booklet are drawn from the examination's three parts: Personal Response to Literature, Functional Writing, and Response to Visual Communication. Specific commentaries discussing the papers in terms of the marking categories, a general commentary about the level of expectation under discussion, and a summary of features that emerge at both levels are included. Section 4 presents conclusions and suggestions for instruction. Two appendixes contain sample papers from the English 33 Written-Response Assignments from June 1991, and the English 33 Scoring Guides, June 1991. (SR)

ED 351 703 CS 213 606

Lovely, Deborah
Darwin's Natural Selection in the Classroom.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the College English Association (23rd, Pittsburgh, PA, March 27-29, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

listening instruction. Findings suggest that one explanation which may account for the conflicting results found in the study is that listening is a multidimensional phenomena. Each of the studies may have been teaching and testing a different subskill of listening. (Two tables of data are included and 48 references are attached.) (SR)

ED 351 722 CS 507 972

Ivy, Diana K.; And Others
Using "CART" in Testing Implicit Communication Theory in the Classroom.
PUB DATE- 91
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Classroom Research; Communication Research; Data Collection; Higher Education; Instructional Effectiveness; Microcomputers; Pilot Projects; Public Speaking; *Research Methodology; *Student Reaction; *Teacher Behavior
IDENTIFIERS- *Continuous Attitudinal Response Technology; Focus Groups Approach; *Implicit Communication Theory

Implicit communication theory (which posits that certain communication behaviors evoke emotional responses in receivers) is a plausible explanation for the teacher behavior-student learning link. An integrated approach to testing the theory is available in the form of the Continuous Attitudinal Response Technology (CART), which enables subjects to respond to continuous stimuli by turning a dial on individual hand-held devices. A pilot study used CART to test the theory. Subjects, 12 undergraduate students who had completed an introductory public speaking course, viewed a 15-minute instructional videotape on preparing a public speech and responded in terms of how much pleasure or displeasure they felt during the videotape. Subjects also answered six comprehension questions and participated in a focus group discussion. Results indicated that highest levels of pleasure occurred when the two main characters (college students preparing their speech assignments) were featured, and lowest levels occurred when a wheel-shaped model of speech preparation appeared on the screen. Both CART and the verbal response measure were useful since they answered different questions and revealed more in combination than in isolation. Comparison of the scores on the comprehension test to CART measures were inconclusive, with moderately pleasurable readings corresponding to high percentages of incorrect responses as well as correct responses. The focus group discussion served as a direct feedback mechanism. Findings offer preliminary evidence of the utility of implicit communication theory in explaining instructional phenomena. (One table of data is included; 54 references, the verbal report measure, and the comprehension questions are attached.) (RS)

ED 351 723 CS 507 980

Dick, Robert C.
Prospective Impact of Responsibility Center Budgeting on Communication and Theatre Programs: View from a State Supported University.

and Perspective" (Felipe Korzenny and Susan Douglas Ryan); "Diplomacy: A Special Case for Intergroup Communication" (William B. Gudykunst); "International Negotiations: A Power-and-Trust Relationship" (Fred L. Casmir); "Attitude Formation and International Conflict" (Herbert H. Blumberg); "Intergroup Diplomatic Communication: A Face-Negotiation Perspective" (Stella Ting-Toomey and Mark Cole); "Cultural Orientation of Argument in International Disputes: Negotiating the Law of the Sea" (Gregg B. Walker); "Taoism and the Metaphoric Analysis of International Dispute Mediation" (G. Richard Holt and others); "Deadlock: Israel and Egypt Negotiate" (Raymond Cohen); "Communication, Peace, and Development: A Communitarian Perspective" (Majid Tehranian); "International Organization and Integration Theory: The Case of the International Telecommunication Union" (Jean-Luc Renaud); "The Alternative Media and the Overthrow of the Marcos Regime" (Hernando Gonzalez); "Citizen Power in U.S. Foreign Policy: A Strategy to Communicate Consensus" (Grant Hilliker); and "Addressing the Communication Dimension of Diplomacy and Negotiation: The Intellectual Agenda" (Glen Fisher). (Most chapters provide references.) (RS)

ED 351 741 EA 023 593

Renchler, Ron
Student Motivation, School Culture, and Academic Achievement: What School Leaders Can Do. Trends & Issues Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *Administrator Role; *Educational Environment; Elementary Secondary Education; Learning Motivation; Organizational Climate; *Organizational Theories; *Student Motivation

This publication focuses on motivation at the school level and identifies ways in which administrators can improve student academic achievement. Chapter 1 discusses the influence of school culture on student motivation, based on recent research that suggests the importance of educational leaders in creating a motivating environment for improved student performance. Chapter 2 examines the relationships among student motivation, current educational practices, and school restructuring. Research indicates that many pedagogical practices effectively stifle most students' desire to learn. This calls for a radical change in teaching. The third chapter provides a brief overview of some current theories of motivation at the individual and organizational levels. The conclusion suggests that school leaders attempt a variety of strategies for increasing student motivation. Three approaches are identified: cultivating a conducive school culture; restructuring instructional practices; and understanding the variety of motivational factors. Specific administrative tactics are outlined. Four figures are included. (Contains 51 references.) (LMI)

ED 351 742 EA 024 259

Coons, John E.; Sugarman, Stephen D.
Scholarships for Children.
PUB DATE- 92

integration are outlined. A story of a challenged Northwest family is presented to illustrate regional needs, underscoring the need for a more "family friendly" system of support. The integration of education and human services provides such support while strengthening families and reducing agency dependency. Three figures are included. Appendices contain four descriptions of the Northwest Regional Educational Laboratory's current service integration partners. (Contains 10 references.) (LMI)

ED 351 763   EA 024 450

Russo, Charles J., Ed.
Discrimination. Case Citations, 1992, Fourteenth Series.
PUB DATE- 92
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Age Discrimination; *Civil Rights; Compliance (Legal); *Educational Discrimination; Elementary Secondary Education; Equal Opportunities (Jobs); Handicap Discrimination; Higher Education; *Legal Problems; *Racial Discrimination; Racial Segregation; Religious Discrimination; School Segregation; *Sex Discrimination

Case citations regarding discrimination in education are provided in this document. The first section deals with civil rights remedies, specifically, employment and student discrimination. The second section describes cases involving employment discrimination on the basis of race, religion, national origin, age, and disabilities. Gender-related discrimination litigation is described in the third section, which include sex discrimination, sexual harassment, and civil rights. School segregation cases are presented in section 4, which pertains to educational programs, faculty, and students. The fifth section deals with cases of systemic school segregation, some of which include segregative intent, de facto and de jure segregation, court authority and responsibility, desegregation plans and their required ratios, choice, and white flight. Tables of cases accompany each section. (LMI)

ED 351 764   EA 024 451

Morris, Christine
Mandated Volunteerism: Is It Right? Do We Want It?
PUB DATE- Sep 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Boards of Education; *Educational Policy; *Graduation Requirements; High School Graduates; High Schools; *Public Service; *Student Experience; Student Responsibility; *Student Volunteers
IDENTIFIERS- *Community Service; Mandatory Programs

Issues in requiring community service for high school graduation are addressed in this document. The debate is not whether community service is valuable, but whether making it mandatory lessens its positive effects. Proponents of mandating student volunteerism argue that it provides a valuable learning

Effectiveness; *School Effectiveness
IDENTIFIERS- *Educational Indicators

This monograph identifies appropriate quantitative indicators of educational effectiveness and efficiency, and discusses how such indicators should be used to assess education at multiple levels of the system. It focuses on the practical aspects of introducing effectiveness and efficiency concepts/measures into the deliberations of educational practitioners. The first part deals with the conceptual and definitional issues related to the measurement of education effectiveness and efficiency. It reviews the appropriateness of the application of the efficiency model to education and proposes specific definitions for common terms. The second part involves indicators of educational effectiveness--the first chapter with input and process measures, and the second with output and outcome measures. The role of qualitative indicators is also discussed. The third part reviews basic cost issues and demonstrates how efficiency analysis is conducted under four alternative forms: benefit-cost, cost-effectiveness, least-cost, and cost-utility analyses. Part 4 assesses the policy relevance of indicators as they relate to the development and use of educational management information systems. It concludes with a brief review and set of recommendations to improve the practical relevance of efficiency considerations to educational systems and institutions. Thirteen tables, four figures, and an extensive bibliography are included. (LMI)

ED 351 785 EA 024 476

Chapman, David W.; Windham, Douglas M.
The Evaluation of Efficiency in Educational Developmental Activities.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.
PUB DATE- Apr 86
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Developing Nations; *Educational Development; *Efficiency; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Evaluation Research; Foreign Countries; Program Effectiveness; *Program Evaluation; Technical Assistance

This monograph examines selected issues in the design and conduct of program and project evaluation in developing countries, with a focus on the evaluation of international technical assistance programs. Chapter 1 introduces the evolving role of efficiency criteria in the evaluation of educational systems. Chapter 2 provides detail on the nature of internal efficiency, its operationalization, and the special efficiency issues that exist in the developing world. The major constraints on educational efficiency enhancement efforts in developing nations are also discussed. The third chapter discusses the nature of the evaluation process (as distinct from research), stressing the meaning of evaluation in terms of context and timing and the crucial role of the evaluator. Chapter 4 examines the critical role of criteria, standards, and indicators in designing and conducting evaluation studies. The special problems of developing and applying evaluation criteria the ethics of testing in the curriculum alignment process, which matches the content and format of a test with that of the curriculum. Auditing the curriculum, a site-based form of evaluation, is described in chapter 4. A self-assessment form is included for determining a school's readiness to conduct a curriculum audit. Themes of the book are (1) that curriculum is a means to an end and that (2) it is a political as well as an educational activity. Nine figures and 5 tables are included. References accompany each chapter. (LMI)

ED 351 806 EA 024 504

Frase, Larry E.
Maximizing People Power in Schools: Motivating and Managing Teachers and Staff. Successful Schools: Guidebooks to Effective Educational Leadership. Volume 5.
PUB DATE- 92
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; Beginning Teacher Induction; Compliance (Legal); Elementary Secondary Education; *Personnel Policy; *Professional Development; School Administration; School Personnel; Teacher Administrator Relationship; Teacher Effectiveness; Teacher Evaluation; *Teacher Motivation; Teacher Recruitment; *Teacher Supervision
IDENTIFIERS- *Empowerment

Ways to motivate and manage teachers and staff are presented in this guidebook. Chapter 1 describes ways to staff a school and get it right the first time. Checklists for recruiting, screening, and hiring are included. Chapter 2 offers suggestions for operating successful teacher induction, professional development,and motivation programs to combat teacher burnout and mediocrity. The four stages of teacher development are described in the third chapter: preconference, observation, postconference, and the professional development plan. Checklists and examples of personal professional development plans are included. Chapter 4 explains a four-phase process for managing the marginal teacher, handling grievances, and gathering and filing documentation. Strategies for assisting the marginal teacher are described in the fifth chapter, which offers information on specific classroom problems and teacher behaviors. Legal problems in employer-employee relations, some of which involve tenure, due process rights, and personnel dismissal, are examined in chapter 6. The final chapter offers advice for evaluating support personnel. Eleven figures are included. References accompany the chapters. (LMI)

ED 351 807 EA 024 505

Johnson, Lawrence J.; Bauer, Anne M.
Meeting the Needs of Special Students: Legal, Ethical, and Practical Ramifications. Successful Schools: Guidebooks to Effective Educational Leadership. Volume 6.
PUB DATE- 92
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

regular education classroom modifications or accommodations. Five policy options were identified and analyzed: (1) include ADHD as a separate handicapping condition eligible for special education; (2) include ADHD in the category of "other health impaired"; (3) educate local school districts on their obligation to provide services to some students with ADHD; (4) await direction from the federal government, but inform school division personnel of the characteristics and management of ADHD; and (5) await direction from the federal government. The team's recommendations included: develop a training package for school division personnel; encourage higher education institutions to incorporate information on ADHD into teacher training programs; and revise state regulations to include ADHD in the category of "other health impaired." Also noted are federal policy recommendations issued after the study team's work. Appendices and attachments present fiscal impact statements and state and federal memoranda. (DB)

ED 351 827   EC 301 654

Whitley, Elizabeth B.; Skiles, Laura Lopater
A Manual on the Primary Prevention of Developmental Disabilities.
PUB DATE- Feb 92
NOTE- 255p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; Adventitious Impairments; Child Abuse; Child Neglect; Children; Congenital Impairments; Definitions; *Developmental Disabilities; Diseases; *Etiology; Genetics; Infants; Pregnancy; Prenatal Influences; *Prevention; *Program Descriptions; *Program Development; State Programs; Statistical Data; Substance Abuse
IDENTIFIERS- *Virginia

This manual presents information about major causes of developmental disabilities, discusses strategies to prevent development disabilities, and identifies relevant resources and reference material. Introductory information defines developmental disabilities and prevention (under Virginia statutes). The first section considers causes prior to and during pregnancy, including genetic disorders, infectious diseases, other maternal conditions, nutrition, tobacco, alcohol, drugs, caffeine, environmental exposures, maternal age, and preterm labor. The second section looks at causes during infancy, childhood, and adolescence. These include metabolic disorders, infectious diseases, nutrition, alcohol and drug use, environmental exposures, unintentional injuries, and child abuse and neglect. The third section considers the development of prevention programs and projects, with guidelines addressing needs assessment, planning, evaluation, and critical data elements. The next section presents 43 tables of Virginia statistical data useful in evaluating prevention efforts. The last section presents summary information on 33 Virginia programs which focus on prevention either prior to and during pregnancy or infancy, childhood, and adolescence. References and recommended resources are listed for most sections. (DB)

ED 351 828   EC 301 655

General Information about Learning Disabilities (Fact Sheet state criteria for developmental delay, eligible at-risk categories, and comments. (JDD)

ED 351 847 EC 301 675

Danaher, Joan
Preschool Special Education Eligibility Classifications and Criteria.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Nov 92
NOTE- 13p.; A product of the National Early Childhood Technical Assistance System.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *At Risk Persons; *Classification; Compliance (Legal); *Disabilities; Educational Legislation; Educational Policy; *Eligibility; *Evaluation Criteria; Federal Legislation; Preschool Education; Public Policy; *Special Education; State Standards
IDENTIFIERS- Developmental Delays; *Individuals with Disabilities Education Act Part B

This paper analyzes the preschool special education eligibility classifications and criteria used by states and the District of Columbia in compliance with Part B of the Individuals with Disabilities Education Act. Four types of eligibility classifications are described: use of only Part B disability categories; use of Part B categories plus a preschool-specific category/classification; use of some, but not all, Part B categories and a preschool-specific category that replaces omitted Part B categories; and use of no Part B categories. States' use of quantitative and qualitative criteria for preschool-specific category/classification is examined, with a state-by-state summary chart. The chart specifies the type of eligibility classification, the preschool-specific classification and criteria used for it, and notes on the use of Part B categories. (JDD)

ED 351 848 EC 301 676

Robinson, Annette Clem
Guidelines for Students Who Are Sharing Confidential Information with Colleges and Universities.
PUB DATE- Jan 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Students; *Confidentiality; *Confidential Records; *Disabilities; *Disclosure; Guidelines; Higher Education; High Risk Students; Privacy; Special Needs Students; Student Evaluation; Student Personnel Services; Student Records; *Student Rights; Teacher Student Relationship

This paper reports on cases in which colleges have handled confidential assessment reports of students with special learning needs in a manner that violated the students' rights to privacy. Guidelines are suggested for students in order to ensure that information that is shared with postsecondary institutions is used in a way that will enhance student-faculty communication and student success. These guidelines include keeping original reports of assessment information, ensuring

for Special Purposes; *Reading Comprehension; Second Language Instruction; Sentence Structure; *Technical Writing; Uncommonly Taught Languages; *Vocabulary Development
IDENTIFIERS- *Nihongo Tutorial System

The Nihongo tutorial system is an intelligent tutorial system designed to use a computer to assist scientists and engineers in developing reading competence in technical Japanese. It consists of three applications: the Nihongo Tutor, which provides useful information about an article (translation, syntax, pronunciation) to help understand the text of a personalized lesson, and records student performance; the Parse Tree Editor, used to prepare technical articles for the tutorial system; and the Administrator, which uses student data to assign an article that is technically and pedagogically appropriate. The program integrates the three functions. The user's guide, presented here, gives an overview of each function and offers specific directions for its use. The section on the Administrator provides guidelines for article selection and system files management. The Nihongo Tutor's guide discusses text editing, display, and comprehension and the use of the electronic dictionaries incorporated in the software. Instructions for use of the Parse Tree Editor also discuss text editing and display and proceed to construction of a parse tree, retrieval of information, and modification of translation information for an article. The text is illustrated with screens. (MSE)

ED 351 872 FL 020 748

Leung, Kei Wai; Maciejewski, Anthony A.
Technical Specifications of the Nihongo Tutorial System.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 90
NOTE- 69p.; For related document, see FL 020 747.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Japanese; *Languages for Special Purposes; *Programing; Reading Comprehension; Second Language Instruction; Sentence Structure; Technical Writing; Uncommonly Taught Languages; *Vocabulary Development
IDENTIFIERS- *Nihongo Tutorial System

The Nihongo tutorial system is an intelligent tutorial system designed to use a computer to assist scientists and engineers in developing reading competence in technical Japanese. It consists of three applications: the Nihongo Tutor, which provides useful information about an article (translation, syntax, pronunciation) to help understand the text of a personalized lesson, and records student performance; the Parse Tree Editor, used to prepare technical articles for the tutorial system; and the Administrator, which uses student data to assign an article that is technically and pedagogically appropriate. The program integrates the three functions. This report details the technical specifications for system implementation, including both the data structures and algorithms used. The section on the Administrator looks at the attributes of the system files, technical (discipline) fields included, user records, user article selection, and user database. Information on the Nihongo Tutor covers text data structures, student database management, and electronic dictionaries. An explanation of the Parse Tree Editor offers specifics on the four stages of parsing: segmentation, syntax,

SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 91
NOTE- 40p.; Attached pages include faint type and handwritten materials.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Curriculum Design; *English (Second Language); *Family Programs; Hispanic Americans; Holistic Approach; *Literacy Education; Multilevel Classes (Second Language Instruction); Outreach Programs; *Reading Instruction; Short Stories; *Spanish Speaking; Volunteers; Whole Language Approach; *Writing Instruction

In an effort to support Spanish and English-as-a-Second-Language (ESL) literacy education and to help preserve the dignity and identity of the Hispanic community in Central Pennsylvania, a literacy program was established and staffed by volunteers and paid employees. Beginning with two students and a volunteer tutor, the class has grown into a multilevel and intergenerational group. Program services include outreach, placement, family reading consultation, and transportation assistance. The primary program objectives are to develop an ESL curriculum appropriate for this population, to develop and refine teaching strategies using a holistic, whole-language approach to second language instruction, teach at least 20 Hispanic students to improve their English speech, reading, and writing skills using the curriculum, produce a collection of Hispanic stories in English, and strengthen links between the Hispanic community and community services. The project report presented here includes a summary of program structure, notes on instructional materials used, attendance patterns, the new student orientation process, lesson plan structure, classroom teaching methods (poetry, public speaking, jazz chants, and cooperative work), and anecdotal information. Resulting student work is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 351 893 FL 800 566

Bell, Jim
Literacy Awareness and Literacy Hotlines: The Final Report of the Calgary Adult Literacy Awareness Project.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.; National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 24 Jun 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Educational Needs; Foreign Countries; *Hotlines (Public); Industry; *Information Dissemination; *Literacy Education; *Outreach Programs; Program Descriptions; Program Design; Program Evaluation; Public Agencies; Social Services; *Student Placement; Unions; *Volunteers
IDENTIFIERS- Alberta (Calgary)

The report describes the design and results of a Calgary (Canada) program (August 1, 1990 to June 12, 1992) to disseminate information about literacy education needs and services to the local community. It is organized into sections, each addressing a specific program objective. Sections include the following:

This 1990 report provides a statistical overview of followup surveys concerning college freshmen students entering two- and four-year colleges and universities in 1986 and 1988. The study's purpose was to compare student responses as freshmen and later in their college careers. Additionally presented is a description of the methods used in collecting and presenting the data. The report's first three sections report adjusted national norms from the 1990 followup of 1986 freshmen. Sections 4 through 6 provide weighted tabulations for men, women, and all 1988 freshmen who responded to the 1989 followup survey. Each section includes not only 1990 followup data, but also appropriate freshman data. Also reported are the weighted retention figures for 1986 freshman, provided for four-year institutions by type, selectivity, and student academic achievement levels. Appendices include the weighted methodology used in the statistical analysis, the student survey instrument, and a conversion chart for converting American College Testing scores to Scholastic Aptitude Test equivalents. (GLR)

ED 351 912 HE 025 967

The American College Student, 1991. National Norms for 1987 and 1989 College Freshmen.
PUB DATE- Aug 92
NOTE- 216p.; For related documents, see HE 025 962-966.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Freshmen; Comparative Analysis; Course Selection (Students); Data Collection; Higher Education; Institutional Environment; National Surveys; Statistical Data; *Student Attitudes; *Student Characteristics; *Student Development; *Student Educational Objectives; Student Participation; *Undergraduate Study

This report provides a statistical overview of followup surveys concerning college freshmen entering two- and four-year colleges and universities in 1987 and 1989. The study's purpose was to contrast college freshmen responses with those given 2 and 4 years later to examine how students change during the undergraduate years. Additionally presented is a description of the methods used in collecting and presenting the data. 1987 and 1989. The report's first three sections report adjusted national norms from the 1991 followup of 1987 freshmen (men, women, and all) students. Sections 4 through 6 provide weighted tabulations for men, women, and all 1989 freshmen who responded to the 1991 followup survey. Each section includes not only 1991 followup data, but also appropriate freshman data. Also reported are the weighted retention figures for 1987 freshmen, provided for four-year institutions by type, selectivity, and student academic achievement levels. Appendices include the weighted methodology used in the statistical analysis, the student survey instrument, and a conversion chart for converting American College Testing scores to Scholastic Aptitude Test equivalents. (GLR)

ED 351 913 HE 025 968

Plenk, Henry P., Ed.
Medicine in the Beehive State 1940-1990.
PUB DATE- 92
NOTE- 586p.

adult education. The World Bank has stimulated an interest in adult and nonformal education. Professional international bodies have provided a dynamic thrust through meetings and conferences that provide opportunities for face-to-face meetings and that facilitate networking. Scholarly contributions on CAE have increased significantly. Furthermore, the studies and research in this emerging field are becoming increasingly vigorous. (YLB)

ED 351 450 CE 062 089

Huang, Judy; Cervero, Ronald M.
Adult Education and Inequality.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adults; *Black Achievement; Blacks; Educational Attainment; Educational Background; *Educational Benefits; Educational Status Comparison; *Education Work Relationship; Employment Opportunities; Occupational Aspiration; Occupational Mobility; *Outcomes of Education; *Socioeconomic Influences; Whites
IDENTIFIERS- National Longitudinal Study High School Class 1972

A study that compared occupational attainment before and after adult education shows that economic background and participation in education as an adult does not help blacks attain better jobs as much as it helps whites. Thus, the occupational attainment of blacks is not significantly related to their participation in education after age 25. The study described relationships among these variables, based on 4,900 observations with complete information: social background (educational background as represented by parents' educational levels and economic background as represented by father's occupation and family income), educational aspiration, formal schooling achievement at age 25, education after age 25, and occupational attainment at age 32. The observations were available from the National Longitudinal Study of the High School Class of 1972 (NLS). About 12,980 individuals participated in all 6 surveys of the NLS. The study also found that for both blacks and whites, the effects of educational background on economic background and educational aspiration; of educational aspiration on educational attainment at age 25; and of educational attainment at age 25 on occupational attainment were all significant. That was true no matter what school (vocational or business training school; community college; university; or law, dentistry, or other professional schools) the subjects attended. (CML)

ED 351 451 CE 062 173

Determining Workplace Basic Skills. Part I. A Literacy Task Analysis (LTA) of the Carpenter and the Carpenter Foremen (3 Levels). Part II. A Literacy Task Analysis of the Carpenter Apprentice, the Carpenter, Carpenter Foreman, and the Superintendent.
PUB DATE- Jul 92
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; *Building Trades; *Carpentry; Construction Industry; Foreign Countries; *Job

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Change; Career Education; Economics; *Employment Interviews; Employment Opportunities; Free Enterprise System; High Schools; Instructional Materials; *Interpersonal Competence; Job Applicants; *Job Application; *Job Search Methods; Learning Activities; *Money Management; *Resumes (Personal); Spanish
IDENTIFIERS- Texas

This document is the Spanish language version of the student materials component designed to accompany the Economic and Societal Factors Instructional Guide. Page numbers are consistent with the numbering in that guide. The guide's nine units deal with the following topics: (1) job acquisition (sources of employment, job application, completing the application form, resume, job interview, follow-up letter); (2) on-the-job relations; (3) communications (oral, written, breakdown in communications; (4) understanding the paycheck (time clocks, deductions, professional organizations and labor unions); (5) personal money management (how inflation affects you, budgeting, banks and banking services, checking accounts, reconciling the bank statement, making change); (6) completing government-regulated work requirements (completing forms, completing an income tax return); (7) laws affecting you as a worker; (8) changing jobs; and (9) free enterprise (characteristics of an economic system, types of economic systems, U.S. economic system). Each unit consists of three components: information sheets, activity sheets, and unit test. The first information sheet in each unit is a glossary. (YLB)

ED 351 470   CE 062 221

Hendrix, Mary W.
Economic and Societal Factors Instructional Guide. Student Materials.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 91
NOTE- 323p.; For the instructional guide, see ED 337 688; for the Spanish version of the student materials, see CE 062 220.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Change; Career Education; Economics; *Employment Interviews; Employment Opportunities; Free Enterprise System; High Schools; Instructional Materials; *Interpersonal Competence; Job Applicants; *Job Application; *Job Search Methods; Learning Activities; *Money Management; *Resumes (Personal)
IDENTIFIERS- Texas

These student materials are designed to accompany the Economic and Societal Factors Instructional Guide. Page numbers are consistent with the numbering in that guide. The guide's nine units deal with the following topics: (1) job acquisition (sources of employment, job application, completing the application form, resume, job interview, follow-up letter); (2) on-the-job relations; (3) communications (oral, written, breakdown in communications); (4) understanding the paycheck (time clocks, deductions, professional organizations and labor unions); (5) personal money management (how inflation affects you, budgeting, banks and banking services, checking accounts, reconciling the bank statement, making change); (6) completing government-regulated work requirements (completing forms, completing an income tax return); (7) laws affecting you as a the event of fire; mapping fire exits and escape routes; procedures to follow in smoky conditions; fire drills; and fire prevention, by not playing with fire, working safely, and spotting hazards. Putting the fire out is briefly addressed. Action checklists are provided for the following employees: (1) all staff; (2) front office/reception and night duty staff; (3) housekeeping staff; (4) restaurant and bar staff; and (5) kitchen staff. A fire prevention checklist for all staff concludes the booklet. (YLB)

ED 351 492 CE 062 249

Hayter, Roy
Controlling Costs. Managing Resources Module. Operational Management Programme. Second Edition.
PUB DATE- 92
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Business Administration; Business Administration Education; Cost Effectiveness; *Costs; Food Service; Foreign Countries; *Hospitality Occupations; Hotels; Independent Study; Instructional Materials; Learning Activities; Learning Modules; *Management Development; Managerial Occupations; *Money Management; *Resource Allocation; Self Employment; Small Businesses; Staff Development; Supervisory Training; Units of Study; Vocational Education
IDENTIFIERS- Catering; United Kingdom

This self-study unit focuses on managing resources--materials, equipment, personnel, money, energy, time, and information. The material is designed primarily for those in a supervisory or junior management position working within their company's policies and systems. The unit may be of value to the small business proprietor, as an introduction to the key concepts and techniques. Part 1 looks at the planning, monitoring, and control of resources. It focuses on the contribution that supervisors and department and unit managers make. The three sections are a framework for managing resources, cost areas of a business, and control systems and techniques. Part 2, which looks at purchasing, storage, stock, and sales control, has three sections: identifying equipment and supply needs; controlling receipt, storage, and issues of resources; and procedures for handling cash. Each section begins with a statement of the objectives to be achieved. Summaries of key points covered end each section. Informative material is followed by activities, some of which ask the user to relate the information to his or her own experience and knowledge. A completion time guide is provided for each activity; information to consider or suggested solutions are provided. The unit should take around 20 hours to complete. (YLB)

ED 351 493 CE 062 250

Martin, Rodney; Hayter, Roy, Ed.
Employee Relations. A Guide and Reference Book for Those Involved or Training to Be Involved in Employee Relations in the Hotel and Catering Industry. Seventh Edition.
PUB DATE- 90
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Kontiainen, Jyri Manninen); "Elements of Teaching Materials in Multiform Instruction" (Kari Nurmi); "Future of Adult Education" (Pirkko Remes); "Quality Circles as a Learning Environment" (Urpo Sarala); and "Development of Trade Union Education and New Challenges" (Jukka Tuomisto). Five articles relate to Norway: "Governing of Knowledge: Case of Work-Related Adult Education and Training" (Jens Bjornavold); "What Role Do Age and Context Play in Self-Regulated Learning" (Tove Dahl); "Survey of Participation in the Municipal and County Municipal Adult Education in Norway during School Year 1990-91" (Bjorn Madsen); "Contribution of Voluntary Organization to Norwegian Adult Education" (Leif Moland); and "Development of Mother Tongue Teachers' Further Education" (Perly Norberg). Papers on Sweden are as follows: "Knowledge and Democracy" (Lars Arvidson, Kjell Rubenson); "Postmodern Learning Process--Composition of Knowledge in New Social Movements" (Bosse Bergstedt); "Adults' Life and Learning" (Lena Borgstrom, Robert Hoghielm); "Research Circle--Some Educational Perspectives" (Lars Holmstrand, Gunilla Harnsten); and "Essence of Teaching Adults--Views of 124 Swedish Teachers in Municipal Adult Education" (Staffan Larsson). Notes on contributors are appended. (YLB)

ED 351 511 CE 062 289

Odora, Catherine, Ed.; And Others
Women and Literacy; Yesterday, Today and Tomorrow. Report from the Hasselby Symposium on Women and Literacy Sponsored by the Nordic Association for the Study of Education in Developing Countries (Stockholm, Sweden, June 8-10, 1989).
PUB DATE- 92
NOTE- 228p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Developed Nations; *Developing Nations; *Economic Development; Educational History; Educational Research; Foreign Countries; Futures (of Society); Illiteracy; *Literacy Education; Nonformal Education; Participation; Sex Differences; Sex Fairness; *Womens Education
IDENTIFIERS- Botswana; Germany; India; Sri Lanka; Sweden; Tanzania; Zimbabwe

Fourteen papers are provided from a symposium to provide general input into the 1990 Unesco International Literacy Year by reviewing and documenting existing knowledge and current issues in the field of women and literacy with special emphasis on developing countries. Specific topics are as follows: the definition of literacy; review of methods; acquisition and retention of literacy among women; impact of literacy on individuals, family, and society; post-literacy follow-up strategies and methods; and future perspectives and scenarios. These topics are dealt with in the time perspectives of the past, present, and future. The three regions of Africa, Asia, and Europe are covered. The opening address is "International Literacy Year: What Is Its Significance for Women?" (Chlebowska). An introduction (Lofstedt) summarizes the papers both by author and by topic. The 12 chapters contain the following papers: "Literacy: Towards a Theoretical Framework" (Lofstedt); "Literacy: A Tool for the Empowerment of Women? Women's Participation in Literacy Programs of the Third World" (Lind); "Women's Literacy for Development" (Caillods); "Women

Washington; Wisconsin

Since 1988, state governments have been required to collect quarterly from private sector employers gross earnings by Social Security numbers, industry of employment, and county of employment. A study was conducted of 13 states' efforts to use this wage record database as a tool for improving educational accountability and assessing the impact of education on the work force. Two arguments for using this tool to track the performance of vocational education graduates and leavers are as follows: (1) the potential high quality of the data and (2) the significant cost savings, compared to traditional ex-student and employer follow-up surveys. The states involved in this study were Alaska, Arizona, Colorado, Florida, Illinois, Indiana, Missouri, New Hampshire, Oklahoma, Texas, Virginia, Washington, and Wisconsin. State profiles examined the ongoing systematic use of unemployment insurance wage record data, whether feasibility or exploratory work for systematic use was completed or underway, and whether feasibility or exploratory work was uncertain. The following conclusions were reached: in most states, use of these data was a significant improvement over traditional follow-up studies, particularly in cost savings; several states were using or planning to use the data as broad indicators of education and training accountability, beyond Perkins mandates; and the development of safeguards to protect the confidentiality of individuals and employers was a major concern. (Appendices contain the following: (1) federal guidelines for income and eligibility verification; (2) the telephone interview protocol used in the study; (3) a framework for application of unemployment insurance wage data to vocational educational assessment; and (4) and a list of states and persons contacted and documents reviewed during the study. There are 28 references.) (CML)

ED 351 528 CE 062 342

Leach, James
Private Sector Instructors: The Nature of Effective Vocational Educators Working in Business and Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Education Work Relationship; High Schools; Instructional Effectiveness; Outcomes of Education; *Personality Traits; Postsecondary Education; Private Sector; Teacher Characteristics; Teacher Education Curriculum; *Teacher Effectiveness; *Teaching Skills; Vocational Education; *Vocational Education Teachers

A project sought to identify the traits and pedagogical expertise needed by vocational educators who work in business and industry and to determine whether current vocational teacher education is appropriate preparation for them. The following subjects were asked to describe on a mailed questionnaire the excellent vocational instructors who work for them: 500 supervisors in secondary schools (250 responses), 500 supervisors in postsecondary schools (266 responses), and 500 supervisors in business and industry (204 responses). Ratings were based on Spectrum I and the Adult Personality Inventory, involving the following variables: extroverted, adjusted, tough minded, independent, creative, enterprising, caring, adaptive, withdrawn, submissive, uncaring, nonconforming, sociable,

Holding Power; Student Adjustment; *Student College Relationship; *Student Needs
IDENTIFIERS- Australia (Queensland); *TAFE (Australia)

A study was conducted to identify the extent to which the needs of overseas students enrolled in the Queensland, Australia, TAFE (Technical and Further Education) system are being met and to identify ways in which student support services may be improved. A multiple case study methodology was used and data were collected using the following methods: review of the literature; discussions with college administrators, student counselors, and personnel in the International Programs Branch; and a student questionnaire returned by 256 students, for a 73 percent response rate. The variables most associated with overseas students' satisfaction with TAFE were their competency in English and motivation to succeed. Eighty percent of student respondents reported that they would recommend their TAFE college and their course of study to their friends. In addition, 60-70 percent of the students were satisfied with the services they received. Among areas identified as needing improvement were the provision of course information, help in obtaining visas, reception at the airport, accommodations, tutoring, English language support, library facilities, orientation, help with study skills, and social activities. (CML)

ED 351 546   CE 062 410

Navaratnam, K. K.
Training Guarantee: A Levy To Improve the Quality of Australian Workforce.
PUB DATE- 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Business Responsibility; Corporate Education; *Educational Finance; Educational Legislation; Educational Policy; *Educational Quality; Federal Legislation; Foreign Countries; Industrial Training; *Labor Force Development; National Programs; *On the Job Training; Quality Control; Taxes; Trade and Industrial Education
IDENTIFIERS- *Australia; *Training Guarantee Act (Australia)

The Training Guarantee Act (TGA) passed by the Federal Parliament of Australia in 1990 establishes a training guarantee scheme. It requires employers to invest in high quality, employment-related training that will most benefit their businesses. The levy is having an impact on many facets of human resource development in Australia. In seeking to bring together the urgent need for Australian industry to lift its contribution to training and the government's desire not to intervene unnecessarily in enterprise training decisions, a minimum expenditure obligation scheme has been proposed. Registered Industry Training Agents (RITAs) have been established to advise employers on eligible programs and eligible expenditure. Investment in training in industry is increasing and will continue to increase in the near future. Quality audits of training should be required to ensure consistency and quality of on-the-job training. Because of the potential for difficulty and conflict between government agencies and the private sector, the Commonwealth Government needs to contribute to the quality training provision by industry. Finally, as a result of the training levy, workplace reforms are taking place in terms of appropriate management and employee work practices, better forms of work organization, and more cooperative industrial than the control group on tests to assess the students' knowledge of the structural, functional, and behavioral aspects of the systems. Further analysis of the scores indicated that the conceptual diagrams had little effect on treatment group members' understanding of system structure, but had a significant impact on their behavioral understanding. A card-sorting activity to assess the participants' ability to construct expert-like models showed that the treatment group members were better able to place concept cards in the correct location on knowledge structure maps. Conclusions were as follows: (1) functional flow diagrams increased students' understanding of structural, functional, and behavioral aspects of technical systems; and (2) functional flow diagrams enhanced students' conceptual models of technical systems. (Contains 46 references.) (CML)

ED 351 565 CE 062 443

Moss, Jerome, Jr.; And Others
An Evaluation of Ten Leadership Development Programs for Graduate Students in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Graduate Students; Higher Education; *Leadership; *Leadership Qualities; Leadership Responsibility; *Leadership Training; Postsecondary Education; *Professional Development; Professional Education; Professional Personnel; Secondary Education; *Vocational Education
IDENTIFIERS- Colorado State University; Indiana State University; Iowa State University; Leader Attributes Inventory; Mississippi State University; North Carolina State University; University of Georgia; University of Maryland; University of Minnesota

Intended to help others conducting leadership development programs, this document summarizes the procedures for and results of the evaluation of 10 vocational education leadership development programs. The programs were at the following institutions: Colorado State University, Indiana State University, Iowa State University, Mississippi State University, North Carolina State University, the University of Georgia, the University of Maryland, and the University of Minnesota. (Two programs were offered twice, making 10.) After a section on background information, the second section describes the evaluation design, procedures used, and the study's limitations. Results are reported in the third section, and highlights of the results appear in the fourth section. The document concludes with recommendations, 12 references, and 15 appendices. The appendices contain a program description, participant description form, post-program survey instrument, the Leader Attributes Inventory, 6-month behavior and performance survey instrument, evaluation summaries of the individual programs, and the distribution of retrospective scores. The following recommendations are reported: (1) the success of the 10 programs justifies implementing more programs for graduate students; (2) leadership development programs should include careful course structure to focus on objectives, help for participants to construct a cognitive model of leadership, team-building experiences, the use of self-assessment instruments, opportunities for guided practice in applying the leadership attributes to be changed; and (3) the basic concepts of physics and chemistry. Designed for use in a workplace literacy project developed by Mercer County Community College (New Jersey) and its partners, the course describes applications of these concepts to real-life situations, with an emphasis on applications of relevance to General Motors workers. A one-page course outline lists objectives and provides a topical outline. Fourteen topics are covered: measurement, density, scientific method, gravity, inertia and Newton's Laws of Motion, friction, simple machines (planes, levers, pulleys), center of gravity, chemistry (matter, radiation, polymers), pH, electricity, and fire fighting. For each topic, content, comments, and experiment(s) are provided. Appendixes include a list of other topics, review sheets and review questions, a quiz, and sources for additional experiments. (YLB)

ED 351 583　　　　CE 062 485

Reading for Basic Understanding.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 56p.; For related documents, see CE 062 480-501.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Adult Literacy; Adult Reading Programs; Basic Skills; *Cleaning; Disease Control; Equipment Maintenance; *Functional Reading; Housekeepers; Hygiene; *Maintenance; Preservation; Reading Comprehension; *Reading Instruction; Reading Rate; *Reading Skills; *Reading Strategies; Retention (Psychology); Vocabulary Skills; Word Recognition; Word Study Skills
IDENTIFIERS- *Workplace Literacy

This document offers materials for a year-long course on general basic reading skills that was part of a workplace literacy project developed by Mercer County Community College (New Jersey), and its partners. The document contains the following: (1) outlines (each of which contains objectives, a topical outline, and list of textbooks) for two parts of the course; (2) diaries describing how a teacher conducted each part of the course; (3) lists of sample vocabulary; (4) lists of supplies, equipment, and procedures for particular work tasks (cleaning a restroom, cleaning a water fountain, and cleaning a showerroom); (5) handouts containing questions for the learner to answer in writing; and (6) spelling assignments. Ten references are listed. (CML)

ED 351 584　　　　CE 062 486

Reading for Technical and Business Personnel.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 26p.; For related documents, see CE 062 480-501.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Adult Literacy; Adult Reading Programs; Basic Skills; Charts; *Functional Reading; Graphs; Illustrations; Instructional Materials; *Learning Strategies;

and issues for women adult learners, to help educators to identify their own gender biases, and to help teachers to develop strategies for eliminating gender bias from their own classrooms. The unit is divided into three sections: (1) gender differences in learning styles, (2) adult learners, and (3) gender fair instructional techniques and classroom interactions. Each section includes didactic materials, experiential learning activities, student worksheets, and transparency templates. A bibliography lists 46 references. (KC)

ED 351 605 CE 062 517

Rosenberg, Judith H.
Gender Equity and the Law.
SPONS. AGENCY- Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
PUB DATE- 88
NOTE- 44p.; For a related document, see CE 062 516.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Access to Education; Age Discrimination; *Civil Rights Legislation; Compliance (Legal); *Discriminatory Legislation; *Equal Education; *Equal Opportunities (Jobs); High Schools; Postsecondary Education; *Sex Discrimination; Special Needs Students
IDENTIFIERS- Age Discrimination Act 1975; Carl D Perkins Vocational Education Act 1984; Civil Rights Act 1964 Title VI; Civil Rights Act 1964 Title VII; Education Amendments 1972; Equal Employment Opportunity Act 1972; Equal Pay Act 1963; Executive Order 11246; Executive Order 11375; Pregnancy Discrimination Act 1978; Rehabilitation Act 1973 (Section 504); *Sex Equity; Title IX Education Amendments 1972; Vocational Education Amendments 1976

These instructional materials focus on federal laws and executive orders that prohibit sex discrimination in employment and education. The materials consist of the following: (1) a list of some of the legislation covered; (2) a list of relevant materials and resources; (3) a list of 14 instructional activities, each described by one or a few sentences; (4) a glossary; (5) a student pretest; (6) answers for the pretest; (7) a list of gender equity goals; (8) summaries of Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunities Act of 1972 and the Pregnancy Discrimination Act of 1978, Executive Order 11246 as amended by Executive Order 11375, the Equal Pay Act of 1963 as amended by the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title VI of the Civil Rights Act of 1964; (9) a student pretest on Title IX; (10) Title IX case studies; (11) summaries of Title IX, the Carl D. Perkins Vocational Education Act of 1984, Title II of the Education Amendments of 1976, and the Age Discrimination in Employment Act as amended in 1978; (12) lecture material on grievance procedures; (13) a posttest of case studies; (14) a posttest of objective questions; (15) an evaluation form; and (16) four references. (CML)

ED 351 606 CE 062 518

Sexual Harassment Protocol.
SPONS. AGENCY- Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
PUB DATE- Jul 91

Diefenbach, Michael A.; And Others
Cognitions and Procedures in Response to Illness.
PUB DATE- Aug 90
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; *Cognitive Processes; *College Students; *Coping; *Diseases; Higher Education

Recent research in illness has stressed the importance of constructive processes as determinants for coping and appraisal with illnesses. The goal of this study was to construct a lexicon of cognitive and behavioral responses people employ to cope with illness. Undergraduate college students (N=105) were given two illness scenarios describing the unfolding of a severe flu and an appendicitis inflammation and asked to indicate what they would do and what they would think if they were in the described situation. Results indicated that actions are dependent upon the severity and ambiguity of the illness. Contrary to previous research these scenarios stimulated a large number of thoughts and a substantial number of coping procedures. The two scenarios elicited similar thoughts and procedural reactions, with a tendency to provoke more thoughts than procedures. The number and content of these thoughts and procedures was similar for males and females. The appendicitis scenario elicited need for professional support far quicker and more frequently than the flu scenario. The study was successful in establishing a lexicon of thoughts and procedures people display when coping with illness. Interestingly, not each thought category had a corresponding procedure category. The study demonstrated that coping procedures and appraisal mechanisms change over time, flexibly adapting to varying demands from the environment. (ABL)

ED 351 624 CG 024 624

Prevention Plus II: Tools for Creating and Sustaining Drug-Free Communities.
PUB DATE- 89
NOTE- 553p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Reports - General (140),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescents; *Alcohol Abuse; Case Studies; *Drug Abuse; *Prevention; Program Content; Program Implementation; *Substance Abuse

This manual was designed to help program planners and others to develop an effective systems approach to fighting the war against alcohol and other drug use among youth in their communities. It explains how individual, interpersonal, and environmental situations and conditions contribute to alcohol and other drug use and provides strategies for combating each of these forces. Nine steps to planning and implementing an integrated program are also provided, with worksheets, planning charts, and other aids. Finally, model communities around the country that have been successful with these approaches are described. A glossary of key terms, a style sheet on alcohol and other drug terminology, and editorial guidelines for acronyms and abbreviations are included. The four chapters focus on these topics: (1) the impact of alcohol and other drug

Critical thinking has important implications for classic learning issues such as transfer of knowledge and application of problem-solving skills to novel situations. The goal of this study was to identify some of the important correlates of critical thinking, in terms of motivation, use of cognitive learning strategies, and classroom experiences. Participants (N=758) were college students attending three midwestern institutions (a community college; a small private college; and a comprehensive university) during the 1987-88 school year. Twelve classrooms were sampled, spanning three disciplines: biology (three classes, N=219); English (three classes, N=110); and social science (six classes, N=429). The Motivated Strategies for Learning Questionnaires (MSLQ) was administered to students at the beginning and at the end of the winter 1988 school term. The results of the analyses lend further support for the positive relationship between "deep" processing (in this case, critical thinking) and an intrinsic goal orientation. The relationship between critical thinking and a mastery orientation, however is tempered by the content domain. Intrinsic goal orientation is a significant, positive predictor of critical thinking for biology and social science students, but not for English students, at both the pretest and posttest. Metacognitive self-regulatory strategies were consistently positively related to critical thinking, both across domains and at the two time points. In summary, this study supported the positive relationship between motivation, deep strategy use, and critical thinking. (ABL)

ED 351 644 CG 024 645

Iverson, Annette M.; Eichler, Joan B.
Predicting Children's Loneliness: Quantity and Quality of Friendships.
PUB DATE- 15 Aug 92
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Students; *Friendship; Grade 3; Grade 4; Grade 5; Laboratory Schools; *Loneliness; Predictor Variables; Self Evaluation (Individuals)

It is generally well accepted in the adult literature that the quality of friendships correlates well with loneliness and the number of friends one has does not. This study investigated children's self-reports of quantity and quality of friendships as predictors of loneliness. Subjects (N=64) were third, fourth, and fifth-grade students enrolled in a university laboratory school. Each subject was asked to complete the Children's Loneliness Questionnaire and social relationships questionnaire. Subjects could identify as many as nine friends in each of three categories: In Class, In Another Class, and Outside of School. Additionally, subjects circled numbers from 1 to 5 to indicate how satisfying the relationship was. The results indicated that the children had a high rate of agreement in self-reporting of friendships. Quality of Friends in Another Class was the sole significant predictor of loneliness. This variable alone accounted for 25% of the variance of children's self-reports of social dissatisfaction. This school was based on humanistic theory. In this school teachers reported that they teach children acceptance of classmates and across grades. These factors may account for the

Schools; *Reading Instruction; Reading Materials; Reading Programs; Reading Research; School Surveys; Teacher Attitudes; Teacher Behavior; *Teaching Methods
IDENTIFIERS- *South Dakota; Stanford Achievement Tests

A study established the extent to which certain program materials and teaching methods were being utilized in elementary and middle grades schools in South Dakota. Each district that operated an elementary grades school, a middle grades school, or both was sent a two-part survey to complete. A total of 117 of 248 surveys were returned, for a response rate of 48%. The second part of the survey, focusing on teacher theoretical orientation, was completed by 77 of the 117 schools. Results indicated that: (1) teachers used systematic phonics instruction as a regular part of instruction in South Dakota schools; (2) the programs used were often programs that were in conjunction with other curriculum; (3) most schools used eclectic materials as their basal series curriculum for reading; (4) teachers were eclectic in their selection of teaching strategies; (5) 94% of teachers indicated that the Stanford Achievement Test was used in their school district; (6) of the teachers who responded to the second part of the questionnaire, 75% had a "skills" orientation to reading, 21% had a "phonics" orientation to reading, and 4% had a "whole language" orientation to reading. Findings suggest that a combination of phonics, skills, and wholistic instruction occurs in the reading programs surveyed. (Six tables of data are included; the questionnaire is attached.) (RS)

ED 351 664 CS 011 084

Braught, Loran, Comp.
Students' Own Bookshop: A Program To Enhance Middle Grades Reading and Leadership through Student Managed Paperback Bookshop Operation. Manual of Ideas and Procedures.
PUB DATE- 92
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Entrepreneurship; Junior High Schools; Middle Schools; Program Descriptions; Program Implementation; Reading Materials; *Reading Programs; *Recreational Reading; Student Leadership; *Student Participation
IDENTIFIERS- *Bookstores; Reading Motivation; Trade Books

This manual was developed as one outcome of a 2-year experimental project conducted in 53 school districts in Indiana (1990-92). The manual was designed to be a resource to schools interested in operating a successful "Students' Own Bookshop" program to encourage development of literacy and leadership among the students of their school. The overview section of the manual presents background information and rationales for the program. Designed for Bookshop students and advisors, the management section provides a quick resource to tested ideas for conducting specific elements of the program, such as budget and finance, inventory, personnel and facilities, marketing, and publicity. The appendix section includes a short article on computers and a sample initial inventory. The Network News section includes a brief guideline for reports to the "Network News" newsletter, which shares new ideas, questions, and resources that extend information started in the manual. (RS)

Attitudes; Teacher Student Relationship; *Writing Instruction
IDENTIFIERS- Collaborative Writing; Writing Contexts

A composition instructor inquired into the effect of computer conferencing in two composition courses taught entirely through computer-mediated instruction and infused with the pedagogy of feminist collaboration. The instructor encouraged the naming of self and the developing of relationship. The instructor prepared a composition curriculum, "Writing for the 21st Century," grounded on collaborative composition theory and reflecting the principles of a "woman-focused" classroom. The curriculum linked a critique of cultural institutions to personal experience. Early conversations reflected that even in asynchronous computer networking, personal connection was possible. Small groups offered the most opportunity for developing relationships. For the final project, students wrote to a group member to share their refections on that student's collaboration and, then, with insights from these views and from their own investigations, constructed a final paper to interpret their own collaboration. As students and the instructor reflected on the messages sent through the free space of computer conferencing, they were opening themselves to know more fully the authors of the messages. The environment in the computer culture went far beyond the instructor's expectations in establishing a community of trusting, diverse individuals--a community required both in the composition room and in the larger society. (Several examples of students' computer messages are included.) (RS)

ED 351 684   CS 213 563

Dennis, Deborah; Trotman, Charlene C.
Deconstruction Literary Theory and a Creative Reading of "The Great Gatsby."
PUB DATE- 26 Nov 91
NOTE- 10p.; English 500 paper, Bradley University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Characterization; *Creative Thinking; Higher Education; *Literary Criticism; *Reader Text Relationship; United States Literature
IDENTIFIERS- Aesthetic Reading; *Deconstruction; Derrida (Jacques); *Great Gatsby; Literary Theory; Narrative Text; Text Factors

Through the mid-1980s, resistance to contemporary literary theory (especially Jacques Derrida's philosophy of deconstruction) took the form of a bitter debate that enlivened literary journals and Modern Language Association meetings. The debate continues even today, with traditional literary critics rejecting deconstruction as nihilistic and progressive critics and composition teachers enthusiastically embracing the theory because of its philosophical and pedagogical parallel with the process-oriented methods of New Rhetoric. In deconstruction, the reader sets out to find the dualities and deception, the gaps and cracks in a text, expecting all the while to find a deep fissure that Derrida characterizes as "the abyss." Deconstructionist strategies can be used to analyze "The Great Gatsby," a work of lasting literary value in part because of its narrative incongruities and the duplicitous nature of its narrator, Nick Carraway. Nick is more than an unreliable narrator; he is hopelessly dishonest and hypocritical. His deception is developed in numerous subtle ways as the story unfolds and folds back on itself and the reader learns more about Gatsby and Nick. Only late in the story does the reader

(120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College English; Critical Reading; *Evolution; Higher Education; *Language Usage; Literary Styles; Rhetorical Criticism; *Written Language
IDENTIFIERS- Close Reading Approach; *Darwin (Charles); Historical Background; Natural Selection; Rhetorical Strategies

Resuscitating Charles Darwin's language from historians' emphatic denigration of the written word serves as an example to demonstrate what the English discipline can accomplish in recovering cultural heritage. Michael Ghiselin, an evolutionary anatomist, suggests that scholars must concentrate on the ideas, not the language, Darwin employed. Yet if words are separated from ideas, expression from content, then too much of the intellectual heritage is lost. A close analysis of chapter six of "The Origin of Species" indicates that Darwin's controversial use of the phrase "survival of the fittest" comes from an ongoing sense that the war of nature remains the dark side of its advancement. Darwin was caught in a Victorian oscillation between yearning for progress at least toward perfection, if not to actually attaining it, and fearing destruction. His adopting "survival of the fittest" for natural selection comes as an open admission of that felt tension between destruction and advancement. Employing English department methods of close reading skills on Darwin's thought establishes a fairly standard English department point: How people articulate their thoughts not only influences how others accept their views but also provides a strong indicator of what those thoughts were before being refined or discarded by subsequent thinkers. (One figure listing variations in the use of the term "perfection" in chapter six of "The Origin of Species" is attached.) (RS)

ED 351 704   CS 213 608

Suhor, Charles; Suhor, Bernard
Teaching Values in the Literature Classroom: A Debate in Print. A Public School View. A Catholic School View.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 276p.; Also published by EDINFO Press.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; *Catholic Schools; Classroom Environment; English Instruction; English Literature; Ethical Instruction; High Schools; *Literature; Moral Development; *Moral Values; *Public Schools; Religious Factors; Student Needs; *Teacher Role; United States Literature; Values Clarification; *Values Education

This book debates the values being taught in American public schools. The book considers whether moral, ethical, social, and religious values of any kind should be taught or inculcated in the public school setting--specifically, should the values embodied in the literature typically read in English literature classrooms be advocated by the teachers, or ought the literary and historical discussion of meaningful texts be used by teachers as an opportunity to help students work towards clarity about their own values? The debate presented in this

PUB DATE- Oct 92
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Budgeting; *Educational Finance; Higher Education; Resource Allocation; Retrenchment; School Accounting; *Speech Communication; *State Universities
IDENTIFIERS- Indiana University; *Responsibility Center Budgeting

In response to the nationwide trend toward increased financial pressures and growing demands by state legislatures for accountability, several large universities (including Indiana University) have adopted various forms of "responsibility center budgeting" (RCB), which has fiscal implications for programs in speech communication and related disciplines. In responsibility center budgeting, part or all of tuition and sponsored research revenues are returned to a unit in direct proportion to what is earned. The large service role assumed by speech communication programs cannot be taken for granted, especially if the units being serviced will have a fiscal incentive in the future to offer their own courses. When costs of equipment are passed along to faculty consumers, a new budgetary perspective is gained. If a strictly dollar-and-cents mentality were to drive RCB, and credit hours were the sole measure of productivity, then many classes in speech communication (and other courses requiring small class sizes), would be in trouble. RCB could put co-curricular or intercollegiate programs in jeopardy, particularly if a center director were placed in a desperate financial situation. The matter of off-campus offerings can be resolved by assigning full academic credit to the department. Overall, despite the potential pitfalls of RCB, the implementation of the system during the early developmental years at Indiana University Indianapolis has suggested that it has the potential to serve as a prototype for helping state-supported institutions successfully meet the fiscal challenge of the 1990s and beyond. (RS)

ED 351 724 CS 507 984

Hensley, Wayne E.
The Theoretical Intersection of the Looking-Glass-Self and Social Penetration.
PUB DATE- Oct 92
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Patterns; *Behavior Theories; Interpersonal Communication; *Interpersonal Relationship; Metaphors; Social Behavior
IDENTIFIERS- *Cooley (Charles H)

This paper focuses on the relationships which exist between the looking-glass-self theory of human behavior of Charles Horton Cooley (published in 1902) and the idea of social penetration of I. Altman and D. Taylor (published in 1973). The paper discusses Cooley's classic metaphor of the looking-glass-self: humans use the verbal and nonverbal responses of others to

NOTE- 85p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Economically Disadvantaged; Educational Change; *Educational Vouchers; Elementary Secondary Education; Models; *Private School Aid; *Private Schools; Public Schools; Scholarship Funds; *Scholarships; *School Choice; School Law; School Restructuring; State Legislation
IDENTIFIERS- Proposed Legislation; *Scholarship Initiative (School Choice)

A specific legal model that would provide educational choice, called the "Scholarship Initiative," is cast in the form of a state constitutional amendment. The Scholarship Initiative provides a basic framework and point of reference for a legislative debate. Existing public and private schools could be converted into "public scholarship" and "private scholarship" schools. New schools could be started and operated as scholarship schools by either public or private organizers. Chapter 1 presents the initiative in legal format. The next four chapters discuss how it is expected to function. Chapter 6 addresses scholarship proposals in the states of Oregon, California, and Pennsylvania that contrast sharply with the Scholarship Initiative. Chapter 7 emphasizes programs actually existing in Milwaukee (Wisconsin), Minneapolis (Minnesota), and Indianapolis (Indiana). Chapter 8 discusses a plan proposed in Kansas City (Kansas), and another introduced in Utah in the form of federal legislation. The proposal closes with a focused plan for children in low-income families. Notes are appended to each chapter. (MLF)

ED 351 743   EA 024 334

Worona, Jay
Public Education and Issues of Church and State.
PUB DATE- Apr 92
NOTE- 15p.; Paper presented at the Annual Meeting of the National School Boards Association (52nd, Orlando, FL, April 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Commencement Ceremonies; Course Content; *Court Litigation; Educational Facilities; Elementary Secondary Education; Parochial Schools; *Public Schools; *Religious Cultural Groups; Religious Factors; *Special Education; *State Church Separation; State Courts; Textbook Content
IDENTIFIERS- *Religious Freedom

Recent court decisions are described under the following headings: (1) requests by parents to have their children excused from parts of the curriculum that conflict with their religious beliefs; (2) requests by parents to have textbooks removed from the curriculum; (3) use of school facilities by outside religious groups; (4) benedictions and invocations; (5) mandated religious representation on school board advisory councils; (6) requests by parents for special education related services in parochial schools; and (7) must public education services be provided to individuals in an exclusively isolated religious environment? The seventh section, comprising half of religious environment. The seventh section, comprising half of the document, discusses what is called "the anatomy of a special problem in New York State." The case of "Grumet et al.

experience; gets all students involved; creates school-community links; ensures a wide-ranging service program for each district; and teaches responsibility. Opponents raise the following concerns: cost and adequate resources; liability; evaluation; and the unpopularity of mandates. The elements of a community service action plan, whether voluntary or mandated, are outlined: the orientation program; the action; periodic school supervision; student reflection; and evaluation. Eight stages of community planning are also highlighted. A final consideration is that of the school board member's role. (LMI)

ED 351 765 EA 024 454

Craven, Diane
The Pacific Child: Investing in the Future. Conference Evaluation. Annual Pacific Educational Conference (9th, Pago Pago, August 3-5, 1992).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Collected Works - Proceedings (021)
DESCRIPTORS- Conferences; *Educational Improvement; *Educational Quality; *Elementary Secondary Education; Foreign Countries; Meetings; Workshops
IDENTIFIERS- American Samoa; *Pacific Region

Proceedings of the Pacific Region Educational Laboratory's (PREL) 9th Annual Pacific Educational Conference, held August 3-5, 1992, in Pago Pago, American Samoa are evaluated in this document. Data were collected from an overall conference evaluation survey, individual workshop surveys, workshop program information, anecdotal information, and presenter feedback. The report consists of four major sections: an introduction, evaluation design and procedures, findings, and commendations and recommendations. Information is presented on presenter and workshop characteristics, attendance, ratings, suggestions for improvement, impact, and participants' comments. Ninety-five percent of the 800 participants were from PREL's designated Pacific region, and the overall conference and individual workshop ratings were predominantly good to excellent. Eight tables and two figures are included. (LMI)

ED 351 766 EA 024 456

Highett, Neville
Principalship in Turbulent Times.
PUB DATE- Jul 92
NOTE- 37p.; Paper presented at the Annual Meeting of the Australian Council for Educational Administration (Darwin, Northern Territory, Australia, July 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; Educational Administration; Educational Improvement; *Effective Schools Research; Elementary Secondary Education; Foreign Countries; *Principals; *School Effectiveness
IDENTIFIERS- *Australia

Findings of two studies on the relationship between principal and school effectiveness are presented in this paper. The first within the international technical assistance system are also discussed. Chapter 5 discusses basic procedural steps common to all evaluations, and chapter 6 focuses on the evaluation issues that are most problematic in enhancing efficiency in educational assistance programs in developing nations. The final chapter offers a summary and recommendations. (Contains 101 references.) (LMI)

ED 351 786   EA 024 477

Pigozzi, Mary Joy; Cieutat, Victor J.
Education and Human Resources Sector Assessment Manual.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.
PUB DATE- Aug 88
NOTE- 186p.; Some tables have marginal legibility.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Developing Nations; *Educational Assessment; *Efficiency; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; National Programs; *Resource Allocation; *Systems Approach
IDENTIFIERS- *Botswana; *Somalia

This manual endorses and adopts the sector-assessment approach for planning and managing the allocation of educational resources. Chapter 1 presents the manual's goals. Chapter 2 describes the manual's content and information sources, explains the term "sector assessment," identifies the groups that benefit from recommendations made by the assessments, and presents a brief historical overview of the education sector-assessments. The third chapter describes the systems approach and explains its usefulness for education sector-assessments. The types of expected outcomes are described, as well as an overview of the sector-assessment process. Chapter 4 describes the elements of planning: scope of work, level of effort, personnel, management, logistics, costs, schedule, and institutional relationships. Chapter 5 discusses national goals and the specific education and training objectives derived from them. Different perspectives that have influenced the analysis of education systems are discussed in terms of national goals and objectives. The sixth chapter describes the policy context of educational activities and the nature of each subsector. The kinds and quality of data necessary to support the analysis are examined, and the analytic themes used to examine each subsector are discussed. Chapter 7 describes the writing style and format of the assessment report, and chapter 8 offers suggestions for its presentation and dissemination. The final chapter offers examples of positive effects of sector assessments on educational change in Somalia and Botswana. Thirty-three tables are included. (Contains 59 references.) (LMI)

ED 351 787   EA 024 479

Glatthorn, Allan A.
Teachers as Agents of Change: A New Look at School Improvement. NEA School Restructuring Series.
PUB DATE- 92
NOTE- 207p.
LANGUAGE- English

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; Administrators; Behavior Problems; Collegiality; *Compliance (Legal); Court Litigation; Discipline; Elementary Secondary Education; *Legal Responsibility; School Administration; *Special Education; *Special Needs Students

Information for helping administrators meet the needs of special-education students is provided in this guidebook. The first two chapters explore statutes and case law regarding special education students and programming. Chapter 3 describes common issues in special programs, among which are questions of confidentiality and privacy, discipline, evaluation, language and medical issues, and provisions for gifted children. Ways to create opportunities for students to succeed in the regular classroom are described in chapter 4, and chapter 5 offers suggestions for helping students change inappropriate behavior through building a supportive school environment. The sixth chapter provides examples of and solutions for students who challenge the system in grades 1, 3, 4, 6, 9, and 11. Strategies for collaborating with teachers are presented in the final chapter. References accompany the chapters. (LMI)

ED 351 808 EA 024 518

Gamoran, Adam
Alternative Uses of Ability Grouping: Can We Bring High-Quality Instruction to Low-Ability Classes? Final Deliverable.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 20 Nov 92
NOTE- 24p.; A revised version of a paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Grouping; Catholic Schools; Classroom Environment; English Instruction; *Instructional Effectiveness; *Low Achievement; Secondary Education; *Student Placement; Teacher Expectations of Students; Teacher Student Relationship; *Track System (Education)

Findings of a study that investigated whether or not ability grouping can be implemented more effectively are presented in this paper, with a focus on exploring possible instances of high quality instruction in low ability classes. Methodology involved observation, teacher questionnaires and interviews, student tests and questionnaires, and document analysis in 108 eighth- and ninth-grade English classes in 25 midwestern schools. The two schools that exhibited effective instruction in low-track classes were Catholic schools, which in general are characterized by an ethos of caring, academic rigor, and seriousness of purpose. Findings indicate that variability exists in the implementation of student grouping and that such differences are tied to student outcomes. Examples of effective uses of ability grouping for students in low-ranked classes in the two Catholic schools are presented. The two cases are characterized by: (1) high expectations by teachers; (2) extra exertion by teachers to foster extensive oral classroom discourse; and (3) no system for assigning weak or inexperienced teachers to lower tracks. A limitation of the study is that Catholic students tend to come from more

Number 7) = Informacion General sobre Impedimentos en el Aprendizaje (Fact Sheet Number 19).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Definitions; Elementary Secondary Education; Handicap Identification; Incidence; *Learning Disabilities; Spanish; *Student Characteristics; *Teaching Methods

This fact sheet providing general information about learning disabilities is presented in both English and Spanish versions. It begins with the federal definition of learning disabilities and a discussion of its implications followed by estimates of incidence. Typical characteristics of students with learning disabilities are then summarized as are these students' typical academic problems. Educational implications and suggested teaching strategies are briefly discussed. Finally, three print resources and six relevant organizations are listed. (DB)

ED 351 829 EC 301 656

Questions Often Asked about Special Education Services. Update.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); *Disabilities; *Due Process; Educational Legislation; Elementary Secondary Education; Eligibility; Federal Legislation; *Handicap Identification; *Individualized Education Programs; Legal Responsibility; Parent Participation; Parent Role; Parent School Relationship; *Special Education; *Student Evaluation
IDENTIFIERS- *Individuals with Disabilities Education Act

This publication uses a question-and-answer format to provide parents with basic information about special education services. It is provided in both English and Spanish versions. Questions address the following concerns: purposes of the IDEA (Individuals with Disabilities Education Act); beginning the student evaluation process; components of the evaluation; methods of conducting the evaluation; the Individualized Education Program (IEP); development of the IEP; what is included in an IEP; the school's responsibility in implementing the IEP; the IEP meeting; procedures in the event of parental disagreement with the school; and ways parents can support the child's learning. (DB)

ED 351 830 EC 301 657

Fowler, Mary
Attention Deficit Disorder. NICHCY Briefing Paper.

that information provided to faculty is accurate and comfortable for the student to share, using short direct ways to share information, allowing enough time for the disabilities office to prepare adaptations, and enrolling the support of an advocate in dealing with the disabilities office. (JDD)

ED 351 849 FL 020 603

Linn, Mary Sarah, Ed.; Oliverio, Giulia R. M., Ed.
Kansas Working Papers in Linguistics, Volume 17, Numbers 1 and 2.
PUB DATE- 92
NOTE- 380p.; For individual papers, see FL 020 604-616.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- American Indian Languages; Cantonese; Cherokee; Grammar; Japanese; Language Maintenance; *Language Research; *Linguistics; Nouns; Portuguese; Pragmatics; Singhalese; Thai; *Uncommonly Taught Languages; Verbs
IDENTIFIERS- Anaphora; Cherokee (Tribe); Havasupai; Hualapai; Oklahoma; Proto Algic; Tutelo

"Kansas Working Papers in Linguistics" is intended as a forum for the presentation of the latest original research by the faculty and students of the Department of Linguistics and other related departments of the University of Kansas. Papers in this volume include: "Some Issues in Japanese Accent" (Kenneth Miner); "Retraction in Cariocan Portuguese" (Isaias Reis); "The Brahmi Family of Scripts and Hangul: Alphabets or Syllabaries?" (Christoper Wilhelm); "The Case of Subjects in the Romance Causative" (Sara Rosen); "Locative Inversion in Cantonese" (Sui-Sang Mok); "Spatial Expressions in Sinhala: Appearance of Verb Forms" (Sunanda Tilakaratne); "Division of Labor between Grammar and Pragmatics Concerning Anaphora" (Sun-Hee Kim); "A Study of Quantifier Phrases in Thai" (Phawadee Deephuengton); "Nouns in Tutelo" (Giulia Oliverio); "Proto-Algic IV: Nouns" (Paul Proulx); "Syllable Boundary Demarcation in Hualapai and Havasupai" (Marcellino Berardo); "A Bibliography on Incorporation and Polysynthesis in Native American and Paleosiberian Languages" (Willem de Reuse); and "Language Maintenance and Language Renewal among Cherokee People in Oklahoma" (Barbara Brooks). (JL)

ED 351 850 FL 020 604

Miner, Kenneth L.
Some Issues in Japanese Accent.
PUB DATE- 92
NOTE- 25p.; In: Linn, Mary Sarah, Ed. and Oliverio, Giulia, R. M., Ed. Kansas Working Papers in Linguistics, Volume 17, Numbers 1 and 2; see FL 020 603.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dialects; Foreign Countries; *Japanese; Language Patterns; Phonology; *Pronunciation; Uncommonly Taught Languages
IDENTIFIERS- *Japan (Tokyo); *Pitch (Language)

This paper argues that due to the facts of accent shift, Japanese accent should itself be interpreted as pitch rather than as a diacritic on the basis of which pitch patterns are imposed by rule. The solution offered is tentative and concerns only Tokyo Japanese. It is suggested that consideration of accent in non-Tokyo dialects will strengthen the view that Japanese accent should be interpreted directly as pitch. (JL) semantics, and mapping. Some screens are used for illustration. (MSE)

ED 351 873 FL 020 751

Qi, Shuguang
A Comparative Case Study of Prior Cultural Knowledge in English-Second-Language Lexical Meaning-Making.
PUB DATE- Apr 92
NOTE- 155p.; Master's Thesis, Queen's University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; Comprehension; *Cultural Awareness; *Cultural Context; *English (Second Language); Foreign Countries; Knowledge Level; Native Speakers; *Prior Learning; Second Language Learning; *Second Languages; *Semantics

The study investigated the role of a second language (L2) learner's prior cultural knowledge in target language lexical meaning-making. Comparison focuses on what important similarities in L2 lexical meaning-making of culturally loaded words appear among learners with the same ethnic background, and what important lexical meaning differences exist across cultures. Subjects were three Chinese learners of English as a Second Language and one Canadian native English speaker. Data were collected through a first-impression talk, open word-association questionnaire, and followup interviews. Information from three responses (Canadian speaker's response to an English word, Chinese learners' response to the English word in English, and Chinese learners' response to the English word in Chinese) and the word's meanings (conceptual, connotative, synonyms, antonyms, lexical cultural categories, specific knowledge in lexical meanings, and cross-linguistic factors) in both English and Chinese were examined. Findings were that a central meaning of an L2 word exists and is shared by the L2 learners with the same cultural background. Between the L2 learner and the native speaker there exists an overlapping conceptual relationship in the central meaning of a culturally loaded word, with striking individual differences in connotation. Pedagogical implications are seen. (MSE)

ED 351 874 FL 020 752

Paul, Barbara Busse; Jarvis, Carolyn H.
The Effects of Native Language Use in New York City Prekindergarten Classes.
PUB DATE- Apr 92
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; Bilingual Education; *Bilingualism; Classroom Techniques; *Cultural Pluralism; Educational Assessment; Educational Objectives; Educational Strategies; *English (Second Language); Instructional Effectiveness; *Language of Instruction; *Language Proficiency; *Language Role; Monolingualism; Preschool Education; Second Language Instruction
IDENTIFIERS- *New York City Board of Education

(1) increasing awareness, particularly among social agencies, businesses, and unions, of the problems of low literacy and encouraging solutions; (2) helping low-literacy adults find appropriate literacy programs; (3) increasing communication among literacy providers and social agencies; (4) helping potential literacy volunteers find appropriate placements; (5) continuing efforts to learn of and address literacy needs in the city; and (6) efficient project administration. The two main project services included outreach to community and industry groups and a telephone hotline for referral to appropriate literacy programs. The project's efforts are described and hotline calls are tabulated. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 351 894 FL 800 567

The New York City Adult Literacy Initiative. Final Report 1990-91.
PUB DATE- Mar 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Gains; Adult Basic Education; *Adult Literacy; Costs; Demography; Education Work Relationship; Employment Patterns; Enrollment; Futures (of Society); *Literacy Education; Mathematics Instruction; Program Descriptions; Program Effectiveness; Program Evaluation; Student Characteristics
IDENTIFIERS- *New York (New York); *Workplace Literacy

The New York City Adult Literacy Initiative served 54,568 adults in sponsored classes in fiscal 1990-91. The program is administered through six agencies, including the public schools, City University of New York, a community development agency, and three public library systems. The Literacy Assistance Center was established to provide technical assistance and centralized support services and keeps a database on all participating students and programs. Literacy classes are held in 341 sites throughout the city. Most students are enrolled in basic education and English as a Second Language, and others attend basic education in their native languages and math classes. Flexible scheduling, varied instructional methods, and supporting services characterize programs within the initiative. The annual program report contains summaries and data concerning the following aspects of the initiative: student demographic characteristics (ethnic group, gender, age); diversity of offerings; enrollments by subject area, literacy provider agency, and instructional level; instructional and contact hours, by program; workplace literacy needs and participant employment patterns; quantitative achievement gains and other measures of program success; program cost; anticipated new directions for the initiative; and challenges. A list of participating agencies' addresses is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 351 895 FL 800 568

Shoufler, C. Ann
Bridging the Gap: Transitioning Second Language Learners into Adult Basic Education. A Curriculum Guide.
SPONS. AGENCY- World Education, Inc., Boston, MA.
PUB DATE- 92
NOTE- 71p.; From the Boston Public Schools External Diploma

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Historical Materials (060)
DESCRIPTORS- Family Practice (Medicine); Higher Education; Internal Medicine; Medical Education; Medical Research; Medical School Faculty; *Medical Schools; *Medical Services; *Physicians
IDENTIFIERS- Physician Role; *University of Utah; *Utah

This book presents the history of the practice of medicine in Utah by tracing the development and work of those at the University of Utah's medical school from 1940 to 1990. The history is told through the reflections and memories of many different physicians who worked at the school. The chapters written by these contributors are organized according to medical specialty. Part 1 of 6 describes the early history of the medical school from 1942 to 1952. Part 2 looks at the practice of medicine and medical sub-specialties including chapters on family practice, coal camp doctoring, internal medicine, cardiology, infectious diseases, rheumatology, allergy, gastroenterology, pulmonary medicine, renal failure, geriatrics, endocrinology, hematology and oncology, neurology, dermatology, and psychiatry. Part 3 treats surgery and associated specialties including pediatric, thoracic, plastic and reconstructive, neurological, orthopedic, otolaryngological, ophthalmological, urological, and laser surgery. Part 4 treats obstetrics and gynecology in one chapter. Part 5 covers pediatrics. A final section contains chapters on diverse subjects including anesthesiology, artificial organs, genetics, application of computers, pathology, Utah women physicians, and Utah's public health. The editor of the volume offers a final reflection on the relationship of medicine and society at large. An index of names is included. (JB)

ED 351 914   HE 025 970

Zuber-Skerritt, Ortrun
Professional Development in Higher Education. A Theoretical Framework for Action Research.
SPONS. AGENCY- Australian Research Council.
PUB DATE- 92
NOTE- 277p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; Educational Research; *Higher Education; Learning Theories; Models; Organizational Theories; *Professional Development; *Theory Practice Relationship

This book proposes that action research can give higher education professional development a theoretical framework by integrating educational research and teaching in higher education. The book offers an alternative paradigm in higher education research and development and explains the differences between the traditional and alternative paradigms including different epistemological assumptions and theories of learning, researching and teaching. Action research is defined as: critical collaborative enquiry by reflective practitioners being accountable and making the results of their enquiry public, self-evaluating their practice and engaged in participative problem-solving and continuing professional development. Part 1 of four provides the background for the theoretical framework of action research. Part 2 presents some of the theoretical bases of theories of knowledge, learning and

Analysis; Job Training; Literacy Education; Skill Analysis
IDENTIFIERS- British Columbia; *Workplace Literacy

This document reports two literacy task analyses conducted in Burnaby, British Columbia, on a job site designated "large" and another considered "small." The report of the analysis of the "large" job site: (1) describes the goals of the analysis, which include identifying the basic skills required for the jobs studied and assessing the usefulness of literary task analysis as a means of clarifying training requirements in a construction setting); (2) describes its process; (3) profiles the carpenter, junior carpenter foreman, senior carpenter foreman, and carpenter foreman positions; (4) describes the job skills education program; (5) describes the job learning analysis method regarding each position; (6) points out the similarities and differences in the foremen's skills; (7) makes recommendations for training; (8) provides a summary of recommendations; and (9) offers a conclusion. The smaller site's report sections are similar, although the goals of the project and some of the positions analyzed are different. Among the goals were to identify similarities and differences between job requirements of tradespersons working for a large construction company and those working for a smaller construction company. The jobs analyzed are carpenter apprentice, carpenter superintendent, carpenter foreman, and carpenter. (CML)

ED 351 452 CE 062 174

Building Integrated Skills--A Model for Action.
PUB DATE- Aug 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Basic Skills; Building Trades; Construction Industry; English (Second Language); High School Equivalency Programs; *Job Training; Labor Force Development; *Literacy Education; Problem Solving; Program Development; *Reading Instruction; Safety Education; *Writing Instruction
IDENTIFIERS- *British Columbia; *Workplace Literacy

When changing technology required that workers in the unionized sector of the British Columbia Construction Industry be able to read more difficult materials than had previously been necessary and to use complex mathematical concepts on the job, it became evident that a new approach was called for, and SkillPlan was developed in March 1991 to improve workers' basic skills. Established with start-up funding from both the federal and provincial governments, the program defined basic skills broadly in order to make the training relevant to as many workers as possible and avoided the word "literacy" to escape the stigma sometimes associated with it. On the SkillPlan staff were an executive director, administrative support people, a skills analyst, a research director, and an adult education advisor. The skills analyst conducted a needs assessment and determined training paths for workers by using literary task analysis. The research director established a database called Word Find--a tool for trainers that is a lexicon of construction terms and definitions. The adult education advisor established links with educators and educational bodies, counseled trainees, and helped them prepare action plans for basic skills development. The program avoided skill testing, instead building the training around trainees' reasons for worker; (8) changing jobs; and (9) free enterprise (characteristics of an economic system, types of economic systems, U.S. economic system). Each unit consists of three components: information sheets, activity sheets, and unit test. The first information sheet in each unit is a glossary. (YLB)

ED 351 471 CE 062 222

Hendrix, Mary
Educational and Career Planning. Instructional Guide. Career Investigation.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 89
NOTE- 270p.; For related student materials, see CE 062 223-224.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Education; *Career Planning; *Course Selection (Students); *Decision Making; *Educational Planning; *Goal Orientation; High Schools; *Instructional Materials; Learning Activities; Relevance (Education); Secondary School Curriculum; Student Educational Objectives

This educational and career planning instructional guide provides the instructor with the required information and supporting materials to teach this developmental career guidance course. In addition to introductory materials, the guide contains seven units covering the following topics: (1) goals; (2) decision making; (3) a look at the future; (4) making career plans; (5) exploring the high school curriculum; (6) making a tentative four-year high school schedule; and (7) educational/training alternatives after high school. Each instructional unit is based on performance objectives and each contains the following basic components: unit and specific objectives; notes to the instructor; answers to activity sheets and tests; information sheets; transparency masters; activity sheets; and tests. (NLA)

ED 351 472 CE 062 223

Hendrix, Mary W.; And Others
Educational and Career Planning. Instructional Guide. Spanish Student Materials.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 91
NOTE- 181p.; For the instructional guide, see CE 062 222; for the English language version of the student materials, see CE 062 224.
LANGUAGE- Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Choice; Career Education; *Career Planning; *Course Selection (Students); *Decision Making; Entrepreneurship; *Goal Orientation; High Schools; Instructional Materials; Learning Activities; Problem Solving; Relevance (Education); Spanish; *Student Educational Objectives
IDENTIFIERS- Texas

This document is the Spanish language version of the student materials component designed to accompany the Educational and Career Planning Instructional Guide. Page numbers are consistent with the numbering in that guide. The student book follows the guide's seven units, which cover the following topics: (1) goals; (2) decision making; (3) a look at the

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business Administration Education; Dismissal (Personnel); *Employer Employee Relationship; *Employment Practices; Food Service; Foreign Countries; Grievance Procedures; *Hospitality Occupations; *Hotels; Job Layoff; Job Training; Labor Legislation; *Labor Relations; Management Development; Occupational Safety and Health; *Personnel Management; Personnel Policy; Staff Development; Unions; Vocational Education
IDENTIFIERS- Catering; United Kingdom

This guide and reference book is designed to help those involved or training to be involved in employee relations in the hotel and catering industry. Chapter 1 attempts to define employee relations. Chapter 2 describes the institutions and parties involved in employee relations in the hotel and catering industry. The focus of chapter 3 is on ideologies and motives--the assumptions and ideas on which the relationships between individuals and institutions are based. Chapter 4 addresses developing effective employment practices. A checklist covers matters about which it is useful for an employer to have a considered employee relations policy. Chapters 5-20 give an introduction to sound employment practice in these areas: recruitment and selection; engagement; pay policies and procedures; maternity provisions; racial discrimination; staff records; retaining and developing staff; trade unions and the employer; communication and consultation with employees; disciplinary rules, procedures, and grievances; dismissal; redundancy; employment rights on the transfer of an undertaking; working conditions; first aid and accidents; and employee relations training. The text is marked with a symbol to indicate a matter requiring a clear policy decision or giving practical suggestions to adopt or to indicate a legal requirement. Checklists and example forms are provided. Contents of the appendices are as follows: glossary; sources for information, advice, and resources; checklist of employment legislation; Code of Practice; and index. (YLB)

ED 351 494 CE 062 254

Walker, Anne, Ed.; Hayter, Roy, Ed.
Meeting Competence Needs in the Hotel and Catering Industry Now and in the Future. Research Report 1992.
SPONS. AGENCY- Hotel and Catering Training Co., London (England).
PUB DATE- 92
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demand Occupations; Employment Opportunities; Employment Patterns; *Employment Projections; *Food Service; Foreign Countries; Futures (of Society); Higher Education; *Hospitality Occupations; *Hotels; Job Skills; *Labor Needs; Occupational Information; *Skilled Workers; Supply and Demand; Vocational Education
IDENTIFIERS- Catering; *United Kingdom

The hotel and catering industry in the United Kingdom is estimated to have employed 2,392,000 people in 1990--about 9 percent of the total work force in employment in the country. These figures came from a major study into the skills needs of the hotel and catering industry in relation to the current provision of vocational education. Data are based on a

and the Tradition of Reading around 1700: Examples from Sweden and Germany" (Johannson); "Literacy as a Catalyst for Development with Special Reference to Women in Zimbabwe" (Mupawaenda); "Post Literacy: An Equalizing Tool. The Case of Tanzania" (Sjostrom); "Women in Literacy Programs and Underdevelopment: The Case of Tanzania" (Kweka); "The National Literacy Programme and Gender Issues: The Case of Botswana" (Gaborone); "Women and Literacy: The Sri Lanka Experience" (Jayaweera); "Education for Women's Equality: A Pipe Dream? A Case from India" (Dighe); "The Future of Nonformal Education for Women in India" (Ekstrand); and "Challenges to the Attainment of Women's Literacy" (Stromquist). A participant list is appended. (YLB)

ED 351 512 CE 062 294

Levitan, Sar A.; And Others
A Training Program for the 1990s: Reflecting on Campaign Proposals. Occasional Paper 1992-4.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Oct 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Career Education; *Dislocated Workers; Economically Disadvantaged; Feasibility Studies; Federal Aid; Federal Legislation; Federal Programs; *Job Training; Parent Education; Parenting Skills; Presidential Campaigns (United States); Standards; Vocational Education; Welfare Recipients; *Welfare Services; Youth Programs
IDENTIFIERS- *Proposed Legislation

National concern about U.S. competitiveness in the world market has focused attention on the need to improve the work force. The two major 1992 presidential candidates have included training programs as important planks in their campaigns. President Bush has issued two proposals. Initially, he has charged in the Job Training 2000 proposal that the federally supported training programs are ineffective. At issue is administrative overhauling, not funding. In "The New Century Work Force," President Bush calls for additional funds for training programs. Governor Clinton's proposals advocate full funding of the Women, Infants, and Children (WIC) and Head Start programs as well as achieving a world-class education and helping disadvantaged parents build an ethic of learning at home. The recommendations for a comprehensive training system proposed in this document are the following: full funding of prenatal care, WIC, and Head Start; parenting training for Aid to Families with Dependent Children (AFDC), WIC, and Head Start parents; reviving career education emphasis in public education; expanding cooperative education and tech prep programs; assessing the feasibility of national education standards and skill certification systems; expanding existing Job Training Partnership Act and displaced worker efforts; funding a work-based welfare system buttressed by public sector jobs for AFDC recipients and other hard to employ persons; and mandating employer provision of employee and youth training. (YLB)

ED 351 513 CE 062 295

Levitan, Sar A.; And Others
Economics of Rectitude: Necessary But Not Sufficient. Occasional Paper 1992-3.

assertive, practical, aesthetic, social, competitive, structured, accomplishment, recognition, power, and affiliation. Results indicated that excellent instructors in all three settings were more similar than dissimilar but that they were rated significantly different from the general population on most of the variables. In another part of the study, vocational teacher educators from 21 institutions (75 usable responses) were asked to rate how important 25 competencies are to their graduates and the extent to which each competency, identified by the American Society for Training and Development as a model for good human resource development practice, is covered in coursework. Twenty competencies were rated at least somewhat important, but only seven competencies were said to be covered at least adequately. (86 references) (CML)

ED 351 529   CE 062 343

Faulkner, Susan L.; And Others
Community College Professional Development: Sharing What Works. Proceedings of a National Conference (San Antonio, Texas, October 18-19, 1991).
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 286p.; A Technical Assistance Report.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; *College Faculty; Community Colleges; Computer Uses in Education; *Curriculum Development; Demonstration Programs; Disabilities; *Faculty Development; Faculty Evaluation; High Risk Students; *Integrated Curriculum; Models; School Holding Power; Student Recruitment; *Technical Education; Two Year Colleges; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Tech Prep

This document contains 30 papers on professional development in community colleges. The following papers are included: "Effective Leadership Strategies for Planning and Implementing Tech Prep" (Bragg, Huffman); "Small Business Management-Tech Prep" (Harvey); "Educational Reform and the New Mission" (Hoerner); "Tech Prep in Texas: An Implementation Strategy" (Nelson); "Tech Prep: An Integrated Curriculum" (Peters, Peters); "Educational Reform: A Broadening of Tech Prep" (Suksi); "The High Technology High School: A Campus-Based Collaborative Effort" (McAndrew et al.); "An Evaluation of the Outcomes of the Applied Mathematics Demonstration Sites in Indiana" (Pepple et al.); "Integration of Occupational and Academic Education: Illustrated Using Interior Design Vignettes" (Sepe et al.); "Human Resource Development for Higher Education and Industry" (Anderson et al.); "The Georgia Instructor Academy" (Askins, Galloy); "Evaluating Part-Time Faculty" (Brown); "Innovative Solution to an Educational Challenge (A Consortium Approach for Faculty Development)" (Carleton et al.); "The C-A-R Model: Linking Administrative Performance and Professional Development with Institutional Planning" (Drake); "Strategies and Resources for Part-Time Faculty Programming" (Fentiman); "The Preparation and Nurturing of Occupational Education Leaders" (Finch); "An Introduction to Teaching Consultation" (Kerwin, Rhoads); "Faculty Inservice: Alternative Strategies for Students with Disabilities" relations. For full benefits of the TGA to be achieved, a comprehensive, integrated approach needs to be adopted. (11 references) (YLB)

ED 351 547 CE 062 411

Navaratnam, K. K.
Evaluation of a School-TAFE Link: An Empirical Model.
PUB DATE- Jul 91
NOTE- 16p.; Paper presented at the Curriculum Conference of the Australian Curriculum Studies Association (Adelaide, Australia, July 11-14, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Educational Mobility; Educational Planning; Field Tests; Foreign Countries; High Schools; Institutional Cooperation; *Models; Postsecondary Education; Program Effectiveness; *Program Evaluation; Technical Education; Vocational Education
IDENTIFIERS- *Australia (Queensland); *TAFE (Australia)

An empirical model for evaluating a school-TAFE (technical and further education) link program was derived from the results of an evaluation of a Queensland, Australia, program. The program established a TAFE center run by the county TAFE college on high school grounds, in which students could take 50% of their courses. The evaluation gathered information from the high school, TAFE, and community. The following criteria were used: suitability of location, effectiveness of organizational structure, use of resources, use of staff, suitability of curriculum, cost effectiveness, achievement of expected outcomes, and alternative solutions. For each criterion, relevant questions were generated to gather both qualitative and quantitative information. Field test results were as follows: the location was not suitable due to lack of potential growth and employment opportunities and small town population; layout of the building inhibited offerings of new programs; center and school staff did not communicate regularly; with no updated written policies on center organization and operation, resources and facilities were not being used to their potential; subjects offered provided very limited employment prospects; and although TAFE students acquired job skills and experience, they were not offered classes for entrance to university education. Options included closing down the center, improving it, or reorganizing it. (YLB)

ED 351 548 CE 062 412

Doty, Charles R.
Follow Up Study of Non College Bound Somerset County High School Graduates June 1990, New Jersey.
PUB DATE- Oct 91
NOTE- 63p.; Statistical assistance by Linda S. Hirsch.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Education; College Bound Students; Followup Studies; *General Education; *High School Graduates; High Schools; *Noncollege Bound Students; *Outcomes of Education; Research Methodology; Research Problems; *Vocational Education

use of the Leader Attributes Inventory. (CML)

ED 351 566 CE 062 444

Griggs, Mildred Barnes; And Others
Factors That Influence the Academic and Vocational Development of African American and Latino Youth.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Achievement; Black Attitudes; Black Education; Blacks; Black Students; *Black Youth; Career Choice; *Career Development; Career Guidance; Career Planning; Cultural Influences; Education Work Relationship; Enrollment Influences; *Goal Orientation; Higher Education; High Schools; *Hispanic Americans; Junior High Schools; Minority Group Influences; Motivation; Occupational Aspiration; Outcomes of Education; Student Development; *Success; Vocational Maturity; Work Attitudes
IDENTIFIERS- *African Americans; *Latinos

A project investigated the factors that influence the academic and vocational development of African-American and Hispanic youth. Data were collected via a questionnaire and structured interviews from 36 college juniors and seniors. Twenty-eight were female, of whom 18 were African-American and 10 were Latino. Six Latino and two African-American males also participated. All subjects earned above average grades, aspired to earn at least a bachelor's degree, and had made a vocational decision. The study identified six influences: (1) participants had a high level of internal control over their vocational choices; (2) participants were confident of their academic ability, even when that confidence was not matched by performance; (3) many had a special personal and academic relationship with a teacher in their high school; (4) most made their vocational choice by middle school or junior high; (5) their models for vocational choices were real as well as fictional people in the media, especially television; and (6) parental influence (considered by most to have had the major role in their development) was through modeling a work ethic, being generally supportive, and communicating expectations for achievement. Participants suggested that their peers who had less well-developed vocational plans and aspirations could be helped by the following: (1) teachers who have higher expectations; (2) more academic and vocational counseling; (3) more courses relevant to their needs, interests, and backgrounds; and (4) more racial, ethnic, and same-sex role models in work settings and instructional materials. (Contains 15 references.) (CML)

ED 351 567 CE 062 445

Stecher, Brian M.; Hanser, Lawrence M.
Local Accountability in Vocational Education: A Theoretical Model and Its Limitations in Practice.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

*Reading Comprehension; *Reading Instruction; Reading Rate; *Reading Skills; Retention (Psychology); *Test Wiseness; Vocabulary Skills; Word Recognition; Word Study Skills
IDENTIFIERS- SQ3R Study Formula; *Workplace Literacy

This document offers materials for a 40-hour course aimed at helping employees read more efficiently by increasing their comprehension, retention, and test-taking skills. The course was part of a workplace literacy project developed by Mercer County Community College (New Jersey) and its partners. The document contains the following: (1) a course outline; (2) instructional directions; (3) handouts on study and test-taking tips; (4) a multiple-choice test; (5) sheets on which to record scores on reading drills; and (6) fill-in-the-blank vocabulary exercises for learners. The topics covered in the course are as follows: reading for a purpose; the "survey, question, read, recite, and review" study method; finding the main idea; understanding inference; reading and interpreting information presented in graphs, charts, and maps; interpreting printed directions; methods and strategies for test-taking; a group project to design a test; improving individuals' rate of reading; and vocabulary skills. Ten references are listed. (CML)

ED 351 585 CE 062 487

Reading/Writing Survival Skills for Hospital Staff.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 49p.; For related documents, see CE 062 480-501.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Literacy; Adult Reading Programs; Basic Skills; Business Correspondence; *Functional Reading; Hospital Personnel; *Reading Comprehension; *Reading Instruction; Reading Rate; *Reading Skills; Reading Strategies; Recordkeeping; Retention (Psychology); Supervisory Training; Vocabulary Skills; Word Recognition; Word Study Skills; *Writing Instruction; *Writing Skills; Writing Strategies
IDENTIFIERS- *Workplace Literacy

This document offers materials for a 16-hour course on reading and writing tasks performed by front-line hospital supervisors who have a high school education. The course was part of a workplace literacy project developed by Mercer County Community College (New Jersey) and its partners. The document begins with an explanation of the project, a rationale for the course, and a course outline that includes objectives, a topical outline, and a textbook reference. Next come materials for two modules on writing ("Creating the Short Document" and "Creating Reports, Proposals, Feasibility Studies, and Longer Documents") and two modules on reading ("Adaptive Reading Techniques: Introduction and Application" and Reading for Recordkeeping"). Included for each of these modules is information on the modules' career benefit, goal, objectives, topics, teaching methods, and method of evaluation. For the writing modules, there are also procedures for the teacher, exercises for learners, and some handouts. (CML)

ED 351 586 CE 062 488

Writing Clinic for Business and Technical Writers.

NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Environment; Grievance Procedures; Postsecondary Education; *School Policy; Secondary Education; Sex Discrimination; Sexual Abuse; *Sexual Harassment; Student Rights; *Student School Relationship; *Teacher Student Relationship
IDENTIFIERS- *Connecticut

This document spells out policy regarding sexual harassment in the Connecticut vocational-technical school system that was developed by the Connecticut State Department of Education, the Connecticut Division of Vocational, Technical, and Adult Education, and the Connecticut Women's Education and Legal Fund, Inc. The introduction calls sexual harassment a serious abuse of power expressed through sexual behavior and points out that to be considered sexual harassment, behavior must be both unwelcome and based on sex. The addresses of the Connecticut State Department of Education and the Office of Civil Rights at the U.S. Department of Education are listed as places to which readers can inquire about discrimination on the basis of race, sex, color, religion, age, physical disability, mental disorder, or national origin or ancestry. Next, sexual harassment is defined as "a form of illegal sex discrimination that refers to a wide range of inappropriate behaviors and/or unwanted conduct of a sexual nature, which has the net effect of denying the victim of the harassment the opportunity to work and/or study in a nonthreatening, stress-free environment." Examples of verbal, nonverbal, and physical sexual harassment are provided. The next section spells out procedures for dealing with suspected sexual harassment. The last section explains informal and formal grievance procedures. Appendix A suggests the following to prevent sexual harassment: (1) provide staff training about sexual harassment for all teachers, guidance counselors, administrators, and maintenance staff; (2) be sure there are properly trained Title IX Coordinators in every school; (3) post the policy, including a clear and simple definition of sexual harassment, throughout the school building; (4) raise the issue of sexual harassment with students and let them know it will not be tolerated; (5) create a simple complaint process; (6) distribute the complaint procedure; and (7) stop sexual harassment when it happens, using fair and appropriate procedures. (CML)

ED 351 607 CE 062 519

Nontraditional Jobs for Women. A Resource Guide for Connecticut Women and Career Counselors. 4th Edition.
SPONS. AGENCY- Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.; Connecticut State Dept. of Labor, Hartford.
PUB DATE- 91
NOTE- 140p.; Cover title is "Nontraditional Jobs for Women. A Resource Guide for Counselors and Women of Connecticut."
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Adult Vocational Education; Apprenticeships; Building Trades; *Career Choice; Displaced Homemakers; *Employed Women; Employment Opportunities; Employment Patterns;

use and the importance of prevention; (2) a systems approach to alcohol and other drug use and implications for prevention; (3) prevention planning; and (4) case studies of comprehensive community prevention efforts. Included in the appendixes are a list of signs of alcohol and drug use; descriptions of relevant organizations and programs; the National Prevention Network Directory; a list of State and Territorial Alcoholism and Drug Abuse Program Directors; a guide to working with the media; and discussion of peer prevention programs. (ABL)

ED 351 625   CG 024 625

Prevention Research Findings: 1988. Proceedings of the Meeting of the National Conference on Prevention Research Findings (1st, Kansas City, Missouri, March 1988): Implications for Alcohol and Other Drug Abuse Program Planning. OSAP Prevention Monograph-3.
PUB DATE- 91
NOTE- 274p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Alcohol Abuse; *Drug Abuse; Drug Education; Elementary Secondary Education; Government Role; *Prevention; Program Design; *Public Policy; Research; *Substance Abuse

Sixteen papers from a conference on findings from prevention research are presented in this document. The papers are categorized into these six areas: (1) state and federal roles in prevention; (2) prevention research perspectives, including prevention research, school-based drug education research findings, and drug abuse prevention research needs; (3) school-based prevention programs, including a statewide evaluation system for school-based prevention programs, theory and implementation of the social influence model of primary prevention, and challenges to prevention programs in schools; (4) community-based prevention programs, including designing prevention research and the social stress model of alcohol and other drug abuse; (5) health promotion and wellness, including the Independence, Missouri Health Education Project, secondary prevention, and environmental and family-focused prevention; and (6) public policy prevention programs, including the drinking and driving problem, a management-focused approach, and prevention research at the National Institute on Alcohol Abuse and Alcoholism. Opening remarks by Elaine Johnson, director of the Office for Substance Abuse Prevention are included, as well as closing remarks by Ketty Rey, assistant director of Planning and Project Management of the New York City Department of Mental Health, Mental Retardation, and Alcoholism Services. (ABL)

ED 351 626   CG 024 627

Yang, Julia; Wigtil, James V.
The Use of Computer Assisted Career Guidance with Injured Workers.
PUB DATE- 89
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Career Counseling; *Career Guidance; Career Information Systems; Computer Oriented Programs; Counseling Effectiveness; *Injuries; Sex Differences
IDENTIFIERS- *Computer Assisted Career Guidance; *Computer Assisted Counseling

inability of quantity of friends to predict loneliness scores for these children. Even though as a group children self-reported large number of friends, the incidence of loneliness was as high in this group as it was in other samples of children. (ABL)

ED 351 645 CG 024 646

Howard, Ann; Bray, Douglas W.
Organizational Leaders and Managers: Historical and Emerging Perspectives.
PUB DATE- 15 Aug 92
NOTE- 28p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Leadership; *Management Development; Psychological Studies; *Psychology; Theories; *Trend Analysis

This paper examines 100 years of study of managers and leaders. The paper is divided into five distinct eras, with a color scheme providing a metaphor for each period. The five periods and their dates are: (1) Management Foundations, 1886-1916, when the first call was issued for a systematic study of management; (2) Rollercoaster Economy, 1917-1945, in which the economy went from boom to bust; (3) Bureaucracy, 1946-1961, the second world war made the world safe for bureaucracy; (4) Challenges to Authority, 1962-1979, in which there were numerous challenges to authority through, for example, the hippie counterculture and the civil rights movement; (5) Global Economy, 1980-present, which recognizes that the manager's job has changed to compete in the global economy. For each of the eras the external environment, the organizational environment, perspectives on the manager's job, and psychological applications are examined. Four conclusions are described in these categories: psychological perspectives accumulate across time; perspectives amplify; psychologists' perspectives await the times; and psychological perspectives advance in crisis. (ABL)

ED 351 646 CG 024 647

High Achievers: 23rd Annual Survey. Attitudes and Opinions from the Nation's High Achieving Teens.
PUB DATE- Nov 92
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- *High Achievement; High Schools; *High School Seniors; *High School Students; National Surveys; *Student Attitudes

This report presents data from an annual survey of high school student leaders and high achievers. It is noted that of the nearly 700,000 high achievers featured in this edition, 5,000 students were sent the survey and 2,092 questionnaires were completed. Subjects were high school juniors and seniors selected for recognition by their principals or guidance counselors, other faculty members, national youth organizations

ED 351 665 CS 011 085

Crain-Thoreson, Catherine
From Listening to Reading: Phonological Processes in Comprehension.
PUB DATE- Apr 92
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Error Analysis (Language); Grade 2; Kindergarten Children; *Listening Comprehension; *Phonology; Primary Education; Reading Achievement; *Reading Comprehension; Reading Research; *Recall (Psychology)
IDENTIFIERS- Text Factors

Two studies investigated the role of phonological activation in children's silent reading and listening comprehension. The first study addressed the interaction of reading skill level and phonological sensitivity. Subjects, 32 second-grade students, read eight short passages (four rhymed and four not rhymed) and chose one picture (out of three alternatives) to represent the meaning of the passage. The second study addressed the interaction of grade level and reading skill level with phonological sensitivity. Subjects, 34 kindergarten students and 26 second-grade students, listened to eight short passages (four rhymed and four not rhymed) and chose a picture (from three alternatives) to represent the meaning of the passage. Results of both studies indicated that phonological effects were evidenced in children's reading slowdowns and recall accuracy but not in situational comprehension accuracy as measured by the picture selection task. Children were less able to recall the exact sentences or even the gist of phonologically confusing texts that matched control texts. When recalling phonologically confusing texts, children were prone to make errors in which proper names and pronouns were misrecalled or forgotten, but all other semantic information was recalled correctly. The group of kindergarten less-skilled readers was the only group not to show phonological confusion in verbatim recall but showed phonological confusion in both gist recall and error patterns. Kindergarten children's reading scores and their performance on a standardized test of verbal short-term memory were correlated, suggesting that when memory is overloaded, phonological effects are not apparent in children's verbatim recall, but they are reflected in ability to recall gist. (Five figures of data are included.) (RS)

ED 351 666 CS 011 086

Smith, Lynn C.; Pape, Sharon L.
The Relationship between Student Teachers' Reading Instructional Behaviors and Reflective Judgment.
PUB DATE- 6 Dec 91
NOTE- 10p.; Paper presented at the Annual Meeting of the National Reading Conference (41st, Palm Springs, CA, December 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Journal Writing; Metacognition; *Reading Instruction; Reading

begin to question Nick's contradictory statements and wonder about his motives. Nick's real role, as the main character/narrator, is to advance his own stylized version of the quest for capturing the elusive, ever vanishing American Dream--individual wealth, power, social position, immortality--for present and future readers, till the end of time. (NKA)

ED 351 685 CS 213 568

Conway, Glenda
Guaranteed Authority and Contrived Dialogism: The Supreme Court's Majority Opinion in Bowers v. Hardwick.
PUB DATE- Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Court Judges; *Court Litigation; Discourse Analysis; *Homosexuality; Ideology; *Language Role; Research Methodology
IDENTIFIERS- Bakhtin (Mikhail); *Bowers v Hardwick; Rhetorical Stance; Rhetorical Strategies; Sodomy; *Supreme Court

The Supreme Court opinion's absolute authority and guaranteed admission to the legal canon make it a rhetorically unique genre, but nevertheless one that is illuminated through close analysis. On June 30, 1986, the United States Supreme Court announced its decision in Bowers v. Hardwick, expressing a judgment that the Federal Constitution does not confer "a fundamental right upon homosexuals to engage in sodomy." Written by Justice Byron White, the "Bowers" majority opinion has been one of the most widely attacked opinions in Supreme Court history, primarily because of its selective attribution of constitutional rights, and secondarily because of its open privileging of perceived moral attitudes. To illustrate the connection between language and ideology in Bowers v. Hardwick, this paper focuses on ways in which not only the meaning, but also the voice of the opinion, privileges an attitude of intolerance toward diversity. Mikhail Bakhtin's concept of hybrid constructions provides an avenue to analysis, as the opinion appears to include the case's opposing voices. However, the voice of Michael Hardwick, who initiated the case after being arrested for sodomy, is misconstrued consistently in ways that portray him as perverse, self-serving, and completely ignorant of the law. The monologic nature of the opinion suggests that it was Hardwick's homosexuality, not his case, that was considered. (Author/RS)

ED 351 686 CS 213 570

Dixon, James G., III
Transcending Difference: The Place of the Classics in the Curriculum of the '90s.
PUB DATE- 23 Oct 91
NOTE- 18p.; Paper presented at the Annual Meeting of the College English Association (23rd, Pittsburgh, PA, March 27-29, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classical Literature; College Curriculum; Core

book is another engagement in the ongoing struggle to shape the value structures of young Americans, and the opposing viewpoints which form the substance of the book are those of two educator brothers, Bernard and Charles Suhor. Chapters in the book are: "Religion at School: A Word from the Moderator" (Carl B. Smith); "Values in the Teaching of Literature--A Public School View" (Charles Suhor); "Values in the Teaching of Literature--A Catholic School View" (Bernard Suhor); "Response to Bernard Suhor" (Charles Suhor); "Response to Charles Suhor" (Bernard Suhor); "Further Comment" (Charles Suhor); and "Further Comment" (Bernard Suhor). The book concludes with a 158-item annotated bibliography of resources containing activities and ideas for clarification from the ERIC database. (NKA)

ED 351 705 CS 213 609

A Teacher's Guide for William Shakespeare's "Henry V."
PUB DATE- 92
NOTE- 36p.; Funding received from the Mobil Corporation. Two oversize inserts have been filmed in segments.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Drama; English Literature; Film Study; *Literature Appreciation; Secondary Education
IDENTIFIERS- *Henry V; *Shakespeare (William)

This teacher's guide for William Shakespeare's play "Henry V" is designed to accompany the Kenneth Branagh Masterpiece Theater film production of the play, and to help teachers use the film in a variety of ways. The guide includes pre-viewing background information, five teaching units, and a pullout poster for classroom display. The guide begins with an introduction by Kenneth Branagh, and a look at the literary context of "Henry V." The first teaching unit, "Viewing 'Henry V'," offers a basic study of the film. It offers a reproducible "Viewer's Guide" for students, giving them a plot synopsis to review before watching the film, and includes post-viewing activities and discussion questions. The next three units are designed around specific themes: "Character Development," "War," and "Language." Each unit includes one page for the teacher--with background information, discussion questions, and suggested activities--and a reproducible page for students featuring excerpts from the play designed particularly for those not reading the play in class. The final unit, "Looking at Film," offers ideas for studying the art of film. (SR)

ED 351 706 CS 213 610

Hepler, Susan
Long Ago & Far Away (Season III). Discussion and Activity Guide.
PUB DATE- 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Drama; Elementary Education; Lesson Plans; *Literature Appreciation; Public Television; *Television Viewing
IDENTIFIERS- *Long Ago and Far Away (Television Series)

This discussion and activity guide is intended to accompany the third season (1991-92) of "Long Ago & Far Away," a dramatic fashion a mosaic picture of who they are and how they respond to the world. The paper then discusses the social penetration theory in which relationships develop through time in a systematic and predictable fashion and which involve different levels of intimacy of exchange or degree of social penetration. The paper concludes that neither theory is complete without the other and a total understanding must view the two as a unified system. (RS)

ED 351 725 CS 507 991

Engstrom, Carla R.; Stricklin, Michael
Disabled Persons and Mass Media Usage: Deaf Nebraskans Offer Their Viewpoints.
PUB DATE- Aug 92
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Audience Awareness; *Deafness; Information Sources; Interviews; Journalism; *Mass Media; *Mass Media Use; Media Research; Use Studies
IDENTIFIERS- Closed Captioned Television; *Nebraska

A study examined the mass media usage of deaf Nebraskans. Two categories were formulated to aid in selection of respondents: "experts," composed of individuals who have special training to teach deaf persons or to teach interpreters for the deaf; and "non-experts," consisting of individuals who have had no special deaf education training. Twenty respondents were selected, 10 "experts" and 10 "non-experts." Face-to-face structured interviews were conducted with the subjects. Analysis of the interview transcripts revealed two orientations, or points of view, toward using mass media, "appreciative" and "improvement-oriented." Results also indicated that: (1) those interviewed were found to be active audience members who understood their communication needs and how to use mass media to meet those needs; (2) the respondents indicated that the mass media, especially local media, were not meeting their needs; (3) most reported using complex communication links that may or may not have been satisfying; (4) respondents reported bundling their information by reading local newspapers, watching television and television news, and often calling others using the telecommunication device for the deaf (TDD), or by using telephone relay services for the deaf; and (5) those in the "improvement-oriented group" voiced strong opinions that deaf people should be interviewed and quoted in news stories about the deaf. Findings suggest that managers, editors, reporters, and journalism educators should work to enhance mass media resources for deaf Nebraskans. (Seventeen footnotes are included; 15 references are attached.) (RS)

ED 351 726 CS 507 996

Perse, Elizabeth M.; And Others
Cultivation in the Newer Media Environment.
PUB DATE- Aug 92
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

v. State Education Department et al." concerns the Satmar Hasidim, an orthodox Jewish sect that makes social isolation a goal of the community, and the litigation that has developed in the sect's establishment of the Kiryas Joel Village School District and provision of special education and related services. The state supreme court has ruled that legislation establishing the school district violated both the federal and state constitutions' separation of church and state provisions. All parties to this action have been widely quoted as stating that they would continue to appeal this action until it reached the United States Supreme Court. (MLF)

ED 351 744 EA 024 355

A Guide to Performing Reinspections under the Asbestos Hazard Emergency Response Act (AHERA).
PUB DATE- Feb 92
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administration; *Asbestos; Check Lists; *Compliance (Legal); Elementary Secondary Education; *Facility Case Studies; *Federal Legislation; *Federal Regulation; Recordkeeping; School Based Management; School Districts
IDENTIFIERS- *Asbestos Hazard Emergency Response Act 1986

Under the Asbestos Hazard Emergency Response Act (AHERA), the United States Environmental Protection Agency (EPA) requires each elementary and secondary school to perform an inspection for asbestos-containing building material (ACBM) and to prepare an asbestos management plan. The AHERA regulations further require a reinspection of the ACBM at least once every 3 years. This reinspection guide will assist local education agencies and AHERA designated persons, asbestos inspectors, and management planners in meeting the specific requirements for an AHERA reinspection and improving the accuracy and quality of information available about ACBM during the reinspection. Chapter 1 discusses the purpose of the guide, time periods for reinspections, terminology, and a summary of relevant AHERA evaluation study reinspection findings. The following responsibilities are spelled out in chapters 2 to 5: AHERA designated person's reinspection planning responsibilities: inspector's reinspection responsibilities; management planner's reinspection responsibilities; and AHERA designated person's recordkeeping responsibilities. Extensive appendices contain sample reinspection forms and checklists, a glossary, lists of the Regional Asbestos Coordinators and the State AHERA designees, and a letter that summarizes EPA's policies for asbestos control in schools and other buildings. A total of five exhibits in the format of recommended checklists and a reinspection notification letter are dispersed within the chapters. (MLF)

ED 351 745 EA 024 359

Mory, Edna Holland
Overview of Schoolyear 2000: A Technology-Based System of Schooling.
PUB DATE- Apr 92
NOTE- 11p.; Paper presented at the Annual Meeting of the American

part describes a study that examined the perceptions of three constituent groups concerning school effectiveness. Questionnaires were distributed in 1988 to 132 junior primary and primary school principals and 305 parents in the Northern Administrative Area of the Education Department of South Australia, and to 27 school superintendents in South Australia. A total of 32 parents, 13 principals, and 8 superintendents were interviewed about constraints on school effectiveness, improvement strategies, and parental intervention. The second part outlines the results of a study that reviewed effective practices in the areas of administration, ethos, and culture in a sample of South Australian schools. Data on: (1) management/organization; and (2) ethos/culture, were gathered from 17 and 25 schools, respectively. The final part discusses implications for practice and identifies the following concerns of principal effectiveness: interpersonal skill levels, curriculum delivery, school development planning, and parental participation. One figure is included. Appendices contain a chronology of the restructuring of Australian education departments and study findings. (Contains 31 references.) (LMI)

ED 351 767 EA 024 457

Hough, M. J.
A Paradigm Shift for Educational Administrators: The Total Quality Movement.
PUB DATE- Jul 92
NOTE- 28p.; Paper presented at the Annual Meeting of the Australian Council for Educational Administration (Darwin, Northern Territory, Australia, July 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Administration; Elementary Secondary Education; Foreign Countries; *Management Development; Models; Organizational Change; *Organizational Development; *Organizational Theories
IDENTIFIERS- *Australia; *Total Quality Management

This paper reviews the major ideas of the seminal total quality management theorists, such as Deming, Crosby, Juran, Ishikawa, and Imai, to illustrate how total quality management is applicable to education. It is argued that there is a need for a paradigm shift in educational administration. The first part reviews current Australian societal ideas and pressures and develops the concept of a "social discontinuity" effect. The second part summarizes the ideas of the total quality movement. Part 3 analyzes selected paradigms in educational administration, commenting on their relevance to the current Australian educational paradigm--the "design concept." A series of key issues are provided as a focus for administrators' reactions and discussion. Two tables are included. Ten attachments summarize selected educational administration paradigms. (Contains 18 references.) (LMI)

ED 351 768 EA 024 458

Hewitson, Mal
Deciding about Decision Making.
PUB DATE- Jul 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Australian Council for Educational Administration (Darwin, Northern Territory, Australia, July 1992).
LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Environment; *Educational Improvement; Educational Quality; Effective Schools Research; Elementary Secondary Education; Models; *School Effectiveness; *Teacher Effectiveness; Teacher Influence; *Teacher Role

The role of teachers in bringing about educational improvement in the American schools is described in this guidebook. Based on a model of school improvement that incorporates several bodies of educational research, the central thesis is that teacher empowerment begins with teacher knowledge. Following the introduction, chapter 2 describes the essential element of the school improvement model--effective classrooms. The supportive elements, those that directly affect classrooms, are discussed in chapters 3-5: an interactive curriculum process, professional development programs, and student motivation. The facilitative elements--supportive home/community/school relationships, a learning-centered schedule, and a valid and comprehensive assessment system--are examined in chapters 6-8. Chapters 9-11 analyze the contextual elements, which include foundation elements (school culture), collegial leadership, and systematic planning for school improvement. Collaboration is advocated for implementation of the model between administrators and teachers, between school and home, and among teachers in instructional teams. References accompany each chapter. (LMI)

ED 351 788 EA 024 480

A Conversation between James Comer and Ronald Edmonds: Fundamentals of Effective School Improvement.
PUB DATE- 89
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Educational Change; *Educational Improvement; *Effective Schools Research; Elementary Secondary Education; Evaluation Methods; *Organizational Change; *School Effectiveness; *School Restructuring
IDENTIFIERS- *Comer (James P); *Edmonds (Ronald R)

This text presents a conversation between James Comer and Ronald Edmonds, whose meeting in New Haven in 1982 was sponsored by the Danforth Foundation to describe and compare the differences in their approaches to school reform. Each developed an Effective Schools model based on the belief that all students can learn. Comer's focus, however, was on parent involvement, and Edmonds stressed equity. Six chapters center on six separate educational issues, which include the organizational dilemma, creating a climate conducive to learning, the role of categorical programs, change strategies, disaggregating data, and the significance of parental involvement in the school improvement process. The two men shared agreement on the importance of instructional leadership, high expectations, and a positive school climate. A conclusion is that similarities outnumbered the differences in their educational philosophies. (LMI)

ED 351 789 EA 024 481

economically advantaged backgrounds. One table is included. (Contains 25 references.) (LMI)

ED 351 809 EA 024 520

Hamann, Janet M.
Contexts and Processes for Effective School Change: Case Study of an External Change Agent.
PUB DATE- Apr 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Collegiality; Educational Change; *Educational Cooperation; *Educational Improvement; Elementary Education; Interprofessional Relationship; *Mentors; Organizational Climate; *Principals; School Administration; *School Restructuring; *Teacher Administrator Relationship

Findings of a case study that examined the evolution of a mentoring relationship in an elementary school are presented in this paper. The collaboration to implement a school improvement project developed between a new female elementary school principal and a male external change agent/school researcher. Data were derived through participant observation and interviews with the mentor, mentee, 20 faculty members, and 2 staff instructional specialists in the school during 1990-92. The principal attempted to develop a change model based on: (1) goals that are set and shared; (2) indicators that measure success; (3) leadership that supports and pressures; and (4) assistance by capable others. Both the mentor and mentee identified the following incidents as critical to the development of a collaborative relationship: the mentor provided an analytic and supportive solution to the principal's emotional response of feeling overwhelmed; and the mentor provided a broader perspective. Results included a more positive, cooperative school climate and the unanimous faculty decision to pursue school restructuring activities and funding. (Contains 25 references.) (LMI)

ED 351 810 EA 024 663

Clinton, William J.
A Vision of Change for America.
PUB DATE- 17 Feb 93
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Economic Change; *Economic Development; Economic Opportunities; Educational Change; Employment Opportunities; *Federal Government; Federal Legislation; Improvement; Investment; Job Development; *National Programs; Productivity; Public Support; Quality of Life; Social Change
IDENTIFIERS- *Clinton Administration; Economic Growth; Economic Planning; *Federal Budget; Federal Deficit; Federal Role

This report was prepared to accompany President Clinton's first address to a Joint Session of Congress. It describes in detail the comprehensive economic plan being proposed by the new administration for the nation. The plan has three key elements:

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 91
NOTE- 9p.; Drawn from "Maybe You Know My Kid: A Parent's Guide to Identifying, Understanding, and Helping Your Child with ADHD" by Mary Fowler, Birch Lane Press, New York, NY.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; *Attention Deficit Disorders; Definitions; Drug Therapy; Educational Policy; Elementary Secondary Education; Etiology; Hyperactivity; Incidence; *Intervention; Parent School Relationship; Program Development; Self Esteem; Social Support Groups; *Student Characteristics; *Student Evaluation; Therapy

This briefing paper uses a question-and-answer format to provide basic information about children with attention deficit disorder (ADD). Questions address the following concerns: nature and incidence of ADD; causes of ADD; signs of ADD (impulsivity, hyperactivity, disorganization, social skill deficits); the diagnostic ADD assessment; how to get one's child evaluated for ADD; treatment of ADD (education about the disorder, behavior management, medication, and appropriate educational programming); helping to improve the child's self esteem; determining if the ADD child needs special education; the child's legal rights for special education; and locating a support group. Three inserts list the diagnostic criteria for ADD, identify specific strategies for improving the self-esteem of the child with ADD, and summarize a recent policy clarification from the U.S. Department of Education. A selected bibliography lists 12 print materials and 5 relevant organizations. (DB)

ED 351 831 EC 301 658

Ferguson, Susan; Ripley, Suzanne
Special Education and Related Services: Communicating through Letter Writing. A Parent's Guide.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- Communication Skills; *Disabilities; *Due Process; Elementary Secondary Education; Eligibility; Individualized Education Programs; *Letters (Correspondence); Parent Rights; Parent Role; *Parent School Relationship; Referral; *Special Education; Student Evaluation; Student Placement

This guide is intended to help parents understand how a child becomes eligible for special education and related services and how to use letter writing to effectively communicate with the school when necessary. Initial information is presented in question-and-answer format and covers parental rights, parental responsibilities, and using letters to request services. Sample letters are offered for the parent who wants to: (1) discuss a

ED 351 851 FL 020 605

Reis, Isaias
Retraction in Cariocan Portuguese.
PUB DATE- 92
NOTE- 30p.; In: Linn, Mary Sarah, Ed. and Oliverio, Giulia, R. M., Ed. Kansas Working Papers in Linguistics, Volume 17, Numbers 1 and 2; see FL 020 603.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Data Collection; *Dialects; Foreign Countries; *Phonology; *Portuguese; Social Characteristics; Statistical Analysis; Uncommonly Taught Languages
IDENTIFIERS- *Brazil (Rio de Janeiro); Fricatives; *Retraction (Linguistics)

This study looks at the retraction phenomenon of the alveolar fricatives s and z in Cariocan Portuguese, the dialect used in Rio de Janeiro, Brazil and its correlation with selected social characteristics of the study's informants. No prior study exists that focuses only on this phonological feature in this dialect. Before describing retraction, the consonant system of Brazilian Portuguese with 19 phonemes is shown to be validated. Data collected in Rio de Janeiro using techniques adopted by linguists such as Labov are presented. As the data are presented, results of the sample are provided as well as the statistical significance of the results in relation to the production rate of the feature studied. Finally, the importance of the study is evaluated. (JL)

ED 351 852 FL 020 606

Wilhelm, Christopher
The Brahmi Family of Scripts and Hangul: Alphabets or Syllabaries?
PUB DATE- 92
NOTE- 25p.; In: Linn, Mary Sarah, Ed. and Oliverio, Giulia, R. M., Ed. Kansas Working Papers in Linguistics, Volume 17, Numbers 1 and 2; see FL 020 603.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alphabets; Foreign Countries; Language Classification; *Written Language
IDENTIFIERS- Asia (Southeast); *Brahmi Script; *Hangul Script; Korea; Syllabaries

A great deal of disagreement exists as to whether the writing systems of the Brahmi family of scripts from Southeast Asia and the Indian subcontinent and the Hangul script of Korea should be classified as alphabets or syllabaries. Both have in common a mixture of syllabic and alphabetic characteristics that has spawned vigorous disagreement among scholars as to their classification. An analysis of the alphabetic and syllabic aspects of the two writing systems is presented and it is demonstrated that each exhibits significant characteristics of both types of writing systems. It is concluded that neither label entirely does either writing system justice. (JL)

ED 351 853 FL 020 607

Rosen, Sara Thomas
The Case of Subjects in the Romance Causative.
PUB DATE- 92
NOTE- 36p.; In: Linn, Mary Sarah, Ed. and Oliverio, Giulia, R. M., Ed. Kansas Working Papers in Linguistics, Volume 17,

An evaluative study in New York (New York) comprehensive half-day public school prekindergarten programs serving language minorities is reported. The study investigated effectiveness of city policy supporting the use of the children's native (home) languages for some portions of instruction. Information was gathered on: (1) supervisory staff's identified goals and strategies for language-minority children; (2) program achievement of student needs through classroom activities and staff language use; (3) differences in classroom activities and language use between bilingual and monolingual groups; and (4) differences in overall student growth between groups. Student growth measurements included 23 items in 5 skill areas (gross motor, fine motor, language, visual discrimination, memory). All staff identified effective transition to English instruction as a goal, and many identified language maintenance and/or instruction. Home-to-school transition was also mentioned. One staff member was explicitly opposed to native language use in school. All schools used strategies intended to promote gradual transition to English. A variety of classroom factors (supplies, equipment, instructional materials, activities) were identified as having differential effects on development. Bilingual classroom teacher native language use was seen primarily in experiential and instructional contexts. Achievement results suggest that developmentally appropriate inclusion of children's first language is beneficial. (MSE)

ED 351 875 FL 020 753

Dooley, Robert A., Ed.; Marshall, David F., Ed.
Work Papers of the Summer Institute of Linguistics, 1992. University of North Dakota Session, Volume 36.
PUB DATE- 92
NOTE- 163p.; For individual papers, see FL 020 754-757.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Bantu Languages; *English; Foreign Countries; Grammar; Language Patterns; Language Research; *Language Role; *Linguistic Borrowing; Linguistic Theory; Politics; Semantics; Sentence Structure; Social Change; *Thai; Tone Languages; Uncommonly Taught Languages; World History
IDENTIFIERS- *Kuumu; *USSR

Four working papers from the 1992 Summer Institute of Linguistics, University of North Dakota session, are presented. The first, "English Borrowing in Thai as Reflected in Thai Journalistic Texts," by James Kapper, looks at patterns of the influence of the English language on Thai. It is concluded that English has permeated Thai culture and society deeper than the level of the specialized bilinguals who introduced many of the loan words. "Preposed and Postposed Adverbials in English," by Stephen H. Levinsohn, describes the differences in meaning resulting from placing adverbial clauses before or after the main verb in an English sentence. In "The Role of Language in the Dissolution of the Soviet Union," by David F. Marshall, the dynamics of multiple languages and cultures, ethnic mobilization, and the dissolution of the USSR are explored. It is proposed that government policy concerning multilingualism was less to blame for ethnic tensions than Russian ethnocentrism. "Tone in Komo," by John Paul Thomas, is an analysis of sound patterns in Komo, a sub-Bantu language, focusing on tonal patterns. Rules and processes for each of three strata of tonal processes is outlined. (MSE)

ED 351 876 FL 020 754

Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Classroom Techniques; Creative Writing; Curriculum Development; Dialog Journals; *English (Second Language); Essays; *High School Equivalency Programs; *Literacy Education; Newspapers; *Reading Instruction; Reading Strategies; Transitional Programs; *Writing Instruction; Writing Processes
IDENTIFIERS- *External Diploma Programs

This guide offers information and supporting materials to educators wishing to establish a high school equivalency program, drawn from experience with the External Diploma Program of Boston's (Massachusetts) Chinese American Civic Association. The program focuses on developing the reading and writing skills of non-English-speaking immigrants. An introductory section describes the equivalency program. A second section discusses the role of three writing types (dialogue journals, creative writing, and essay writing) in developing writing skills. The three subsequent sections describe specific classroom procedures for each of these writing task types, and include worksheets, anecdotal information about class activities, some student writing samples, and other supporting materials. The sixth section discusses two reading strategies, prediction and vocabulary development. Section seven elaborates on the use of newspapers for classroom reading exercises. This is followed by a section discussing potential topic areas for class discussion and writing assignments. A set of class rules and a 17-item bibliography are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 351 896   HE 025 949

Goldstein, Jeffrey; High, Robert
Coping with Organizational Change: Are We Adequately Preparing Our Future Managers?
PUB DATE- 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Education; Analysis of Variance; *Business Administration Education; Business Education; College Curriculum; Comparative Analysis; *Curriculum Development; *Educational Planning; Graduate Students; Higher Education; Liberal Arts; *Organizational Change; *Student Attitudes; Surveys; Undergraduate Students

This study examined connections between the educational process and attitudes toward organizational change among business students. A total of 758 undergraduate and graduate students from both the arts and sciences and business were surveyed with a measure of attitude toward change. The study employed a three-way analysis of variance using the factors of Year (undergraduate vs. graduate), Major (Arts & Sciences vs. Business), and Work Experience (less than 4 years vs. 4 years or more) with the total score on the instrument as the dependent variable. Statistically significant but minor differences were found for all three of these factors. The study concluded that business schools may not be adequately preparing their students for the prevalence of constant change teaching. Part 3 demonstrates the dialectical relationship between theory and practice in the discussion of action research, educational research methodology, and change and innovation in higher education. Part 4 discusses the issues, methods, and strategies in professional development which are relevant to the theoretical framework and the action research model proposed. Author and subject indexes are included. (Contains over 300 references.) (JB)

ED 351 915 HE 025 971

Bell, Susan J., Comp.
Full Disclosure: Do You Really Want To Be a Lawyer? Second Edition.
PUB DATE- 92
NOTE- 195p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Group Dynamics; Higher Education; *Job Satisfaction; *Law Students; *Lawyers; Legal Assistants; *Legal Education (Professions); *Organizational Climate; Professional Education; *Quality of Working Life; Work Environment
IDENTIFIERS- Bar Examinations; Law Clerks

This book, written for individuals contemplating a career in law, presents insights about the legal profession from 28 of the nation's top lawyers, judges, and legal scholars. Updated to address the critical issues facing the legal profession in the aftermath of the 1980's, the revised edition reflects the changing marketplace for lawyers and uncovers the new realities that every law student should be prepared for. These realities include the following: (1) the growing bottom-line orientation of law firms, leading to layoffs, mergers, and reorganizations; (2) recession-prompted changes in hiring practices, creating the new "temp" lawyer; (3) diminished opportunities on the traditional partnership track; and (4) the emerging concerns about quality of life related to heavier workloads, "rainmaker" expectations, and increased competition. The book discusses law school survival, the bar exam, clerkships, and the actual work a lawyer does, as well as career dissatisfaction, pro bono work, and personality and long-term satisfaction. An added section contains information on the sole practitioner, teaching law, women and minorities in the profession, and professional responsibilities. (GLR)

ED 351 916 HE 025 973

Hawkins, Hugh
Banding Together: The Rise of National Associations in American Higher Education, 1887-1950.
PUB DATE- 92
NOTE- 295p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Colleges; *Educational History; *Higher Education; Institutional Characteristics; Institutional Mission; *Institutional Role; National Norms; *National Organizations; Organizational Objectives

wanting it. Courses in English as a Second Language, General Educational Development, writing for work, safety hazards in the workplace (in both English and Spanish), reading strategies, reading, thinking, and problem solving have been offered. (CML)

ED 351 453 CE 062 179

Bratkovich, Stephen M.; Miller, Larry E.
Perceived Educational Needs of Innovative Ohio Sawmill Operators. Summary of Research 66.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Differences; *Educational Needs; Extension Education; *Forestry Occupations; *Innovation; *Lumber Industry; Needs Assessment; Regional Characteristics
IDENTIFIERS- *Ohio; *Sawmill Workers

The forest products industry is one of the largest manufacturing enterprises in Ohio. Sawmills are a well-known and visible manufacturing sector. This document reports on a descriptive correlational study that investigated perceived educational needs of innovative Ohio sawmill operators which could serve as a model for individuals conducting needs assessments in other occupational areas. Using survey research methodology, the study examined a purposive sample of 32 innovative Ohio sawmill operators nominated by a panel of experts. The data collection instrument was developed as a mail questionnaire. Part 1 of the instrument collected data on innovative Ohio sawmill operators' perceived importance and knowledge of 67 job competencies. Part 2 collected data on characteristics of the subjects. A response rate of 100 percent was achieved. The following were among the findings: (1) the most important educational needs were in the areas of sawmill production, forest product marketing, and environmental awareness; (2) 50% of respondents preferred less formal delivery methods; (3) Appalachian-area operators tended to have more tenure and be more innovative; and (4) perceived educational needs did not appear to be related to such characteristics as age, tenure, educational level, size of operation, income, or aspirations. Recommendations based on the findings were made to adult educators, adult education organizations, and researchers. (Five tables and 36 references are included.) (NLA)

ED 351 454 CE 062 180

Barrick, R. Kirby; Hughes, Matthew
Responsibilities of Vocational Teacher Education for Ohio Vocational Teacher Professional Development. Summary of Research 67.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Cooperative Programs; Coordination; *Educational Responsibility; Higher Education; Postsecondary Education; *Professional Development; Program Implementation; Secondary Education; Teacher Attitudes; Teacher Educators; Teacher Improvement; Vocational Directors; *Vocational Education Teachers
IDENTIFIERS- *Ohio

future (outlook for careers, sources of career outlook information); (4) making career plans; (5) exploring the high school curriculum; (6) making a tentative four-year high school schedule; and (7) educational/training alternatives after high school. Each unit consists of three components: information sheets, activity sheets, and unit test. The first information sheet in each unit provides terms and definitions. (YLB)

ED 351 473 CE 062 224

Hendrix, Mary W.
Educational and Career Planning. Instructional Guide. Student Materials.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 91
NOTE- 186p.; For the instructional guide, see CE 062 222; for the Spanish translation of the student materials, see CE 062 223.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Choice; Career Education; *Career Planning; *Course Selection (Students); *Decision Making; Entrepreneurship; *Goal Orientation; High Schools; Instructional Materials; Learning Activities; Problem Solving; Relevance (Education); *Student Educational Objectives
IDENTIFIERS- Texas

These student materials are designed to accompany the Educational and Career Planning Instructional Guide. Page numbers are consistent with the numbering in that guide. The guide's seven units cover the following topics: (1) goals; (2) decision making; (3) a look at the future (outlook of careers, sources of career outlook information); (4) making career plans; (5) exploring the high school curriculum; (6) making a tentative four-year high school schedule; and (7) educational/training alternatives after high school. Each unit consists of three components: information sheets, activity sheets, and unit test. The first information sheet in each unit provides terms and definitions. (YLB)

ED 351 474 CE 062 225

Hendrix, Mary
Self-Appraisal. Instructional Guide. Career Investigation. Revised.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 89
NOTE- 223p.; For earlier edition, see ED 253 738. For related student materials, see CE 062 226-227.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ability; Academic Aptitude; Attitudes; Career Choice; Career Planning; Change Strategies; *Coping; High Schools; Instructional Materials; Leadership Qualities; *Self Concept; *Self Evaluation (Individuals); Vocational Aptitude; *Vocational Interests

This self-appraisal instructional guide provides the instructor with the required information and supporting materials to teach this developmental career guidance course. In addition to introductory materials, this guide contains seven units on the following topics: (1) understanding yourself; (2) attitudes; (3) interests; (4) abilities; (5) aptitudes; (6) leadership;

nationwide survey carried out in early 1991 of the industry and the educational establishment that serves it, together with a literature search and quantitative and statistical analysis. Employment growth of 5 percent is forecast for the commercial sectors from 1990-95 and just under 2 percent in the catering services sector. Employers will be looking for an average of over 3,000 skilled, supervisory, and managerial staff per week. College output is likely to provide only 28 percent of the annual replacement needs for all skilled personnel in the industry. The industry is better qualified than it was 5 years ago, but remains underqualified by comparison with the rest of the economy. Employers show a clear and continuing commitment to training and development of existing staff. Education providers are providing management-level programs and supervisory skills. Employers are not satisfied with the quality of their staff. The more qualifications staff had, the more their managers were satisfied with them. Colleges offer many more places, but demand has grown rapidly, too. (Thirty tables and 28 figures are provided.) (YLB)

ED 351 495 CE 062 257

Nurss, Joanne R.; And Others
Georgia Adult Literacy Resource Center. Annotated Bibliography of Adult Literacy Materials. Final Report.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- Jun 91
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; Annotated Bibliographies; Computer Assisted Instruction; Educational Finance; Educational Research; Educational Theories; Financial Support; *Instructional Materials; Learning Disabilities; *Literacy Education; National Surveys; Recruitment; *Resource Centers; *Resource Materials; School Holding Power; Special Needs Students; State Surveys; Student Evaluation; Teaching Methods; Volunteer Training
IDENTIFIERS- Georgia; Workplace Literacy

This paper reports the results of two surveys conducted to obtain information about adult literacy resource centers in other states and about the needs of Georgia's adult literacy providers for adult literacy resources. Findings indicated that 15 of the 26 states responding to the first survey had resource centers. Information was collected on location, funding, services, and staffing. Responses to the second survey identified the most useful materials. The 20-page survey report is followed by a two-part annotated bibliography of adult literacy resources developed for use by public and private adult literacy providers in Georgia. The first section, Basic Resources for Adult Literacy Providers in Georgia, includes 143 basic resources in these areas identified by the survey: general information; computer-assisted literacy; family literacy; funding sources; instructional methodology; learning disabled adults; new adult readers: bibliographies of books; recruitment and retention; special adult populations; volunteer training; workplace literacy; selected instructional materials; ERIC Digests and bibliographies; and journals and newsletters. The second section, Adult Literacy Research and Technical Information, includes research and theoretical articles and more technical information on adult literacy (52 items) in these areas: general information; assessment; computer-assisted

PUB DATE- Jul 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; Adults; Antisocial Behavior; Economically Disadvantaged; *Economic Factors; *Moral Values; *Poverty; *Self Control; Self Destructive Behavior; *Self Efficacy; Social Values; Substance Abuse; Unemployment; Vocational Education; *Welfare Recipients; Welfare Services; Work Ethic; Youth

Working diligently, living frugally, and restraining one's lusts and appetites within defensible boundaries have often been classified as middle class values. A growing concern of the U.S. public is the dysfunctional conduct of many of those dependent upon its support. However, society must demonstrate persuasively that rectitude pays. Society also has an obligation to make obstacles surmountable and the prospects of success believable. No available database contains information flowing directly from questions formulated to test the economic impacts of personal rectitude. Analysis of data from the youth cohort of the National Longitudinal Studies of Labor Market Outcomes suggests that family breakup, teen and unwed parentage, illegal activity, substance abuse, and deficient educational attainment all constitute obstacles to obtaining sustained employment and substantial earnings. Individuals who conduct themselves with recititude are seen as more likely to emerge from poverty than those who do not. A number of disincentives discourage acceptable conduct: lack of access to employment and limited payoff, lack of access to schools that offer necessary preparation for postsecondary education and limited payoff, incentives to teen pregnancy, poverty as an obstacle to marriage, drugs, peer influence, parent influences, health obstacles, and crime and corrections. Positive reinforcements to strengthen incentives for rectitude are strengthening families, pregnancy prevention, avoiding drug involvement, "sticks and carrots," schools, and employment and training. (Contains 104 references.) (YLB)

ED 351 514 CE 062 302

Industrial Technology. It's an Exciting World!
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Course Descriptions; Curriculum; Educational Objectives; Elementary Secondary Education; *Industrial Education; *Program Content; *Program Design; State Programs; Technological Literacy; *Technology; *Technology Education
IDENTIFIERS- *Missouri

This booklet provides information on industrial technology education (ITE) in Missouri. It describes the challenges to society of changing technology and Missouri's response. It addresses ITE's mission to develop the following in each student: (1) ability to understand, evaluate, and apply industrial and technological systems; (2) values and attitudes related to appropriate use and assessment of tools, machines, materials, processes, and products; and (3) ability to use and assess technology to achieve constructive work skills and enhance occupational opportunity. It lists the goals of ITE. The scope and sequence for ITE are discussed in terms of the

(Asselin, Dixon); "The Technology Intervention and Support Program" (Barton, Shively); "Interinstitutional Educational Alliances as an At-Risk Student Recruitment and Retention Strategy" (Bradley); "Exemplary Vocational Education Programs Serving Postsecondary Special Needs Populations" (Maddy-Bernstein, Burac); "Creating a Special Place for Unique Students Today" (Rotkis, McDaniel); "Empowerment: The Link between Faculty Development and Curriculum Improvement" (Ball, Morrissey); "Using Instructor-Produced Videos to Teach an Open-Entry/Open-Exit Automotive Technology Program" (Clifford); "Juvenile Justice Computer Assisted Instructional Program" (Cordova, Fitzpatrick); "Pictures in the Head" (Crippens); "A Framework for Learning Advanced Vocational Skills" (Schell); and "Health Careers Opportunity Program: Summer Institute 1991" (Shields, Thompson). Seventeen brief roundtable papers are also included. (KC)

ED 351 530   CE 062 344

Report of a Business-Industry Forum (Columbia, South Carolina, March 26, 1992).
PUB DATE- Aug 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; *Basic Skills; Career Development; Career Education; Educational Change; *Educational Improvement; *Educational Needs; *Education Work Relationship; Postsecondary Education; Secondary Education; Statewide Planning; *Vocational Education; Work Attitudes
IDENTIFIERS- South Carolina; *Tech Prep

A public forum held by the South Carolina Council on Vocational and Technical Education yielded information about the present and future needs of business and industry and how these groups perceive the role of secondary and postsecondary vocational education in today's society. The information elicited at the conference was summarized as follows: (1) a number of South Carolina districts are developing "tech prep" programs--100 percent participation in such programs is recommended; (2) too few South Carolina students receive career counseling--a "career evening" for students and parents is recommended; (3) too few employees demonstrate work ethics--instruction in work ethics and attitudes should be incorporated into the education process; (4) the value of all work should be emphasized; (5) industries complain that workers lack basic skills--all students should master basic skills and vocational or technical students should demonstrate such mastery before entering their programs; (6) the council recommends the development and implementation of apprenticeship programs; (7) all students should master some technical skills and receive early career education; (8) school districts should establish partnerships with local businesses and industry; (9) vocational education and academic education programs should be more integrated; and (10) employees should be trainable at all stages of their career--"tech prep" promises to improve the caliber of employees. (A list of council members and officers and a glossary of 28 terms are included in the report.) (KC)

ED 351 531   CE 062 363

Stone, Theodore E.
Distance Education and Adult Learning in an Industrial

IDENTIFIERS- *New Jersey (Somerset County)

A follow-up study sought to determine what happened to the 1990 noncollege-bound graduates of all the high schools in Somerset County, New Jersey. Data were gathered through a mailed survey and telephone follow-up (approximately 45 percent response) of the 408 graduates of the 12 of 13 high schools providing names. Some of the findings from analysis of the data gathered from the 185 respondents were the following: (1) 9 months after graduation, 150 graduates were employed and 35 were unemployed; (2) of the college-prep high school graduates, 17 were unemployed and 5 unemployed; (3) of the vocational students, 38 were employed and 11 unemployed; (3) of the vocational-technical graduates, 15 were employed and 1 unemployed; (4) of the business graduates, 9 were employed and 6 were unemployed; (5) courses of study identified as being most helpful by those employed were mathematics, vocational-technical, cooperative education, and industrial arts--about one-third of the graduates did not believe any high school courses had been helpful in obtaining employment; and (6) the most important sources for locating employment were friends and relatives, want ads, cooperative education programs, and self-initiative. The study had some methodological problems, primary of which was that it was announced initially that it would "prove" that vocational education was superior to other high school courses of study, resulting in reluctance of schools to provide names for the study and one school sending only names of employed graduates. (Appendixes include a letter to guidance counselors, orientation to telephone interviewers, letter to 1990 graduates, and the survey instrument.) (KC)

ED 351 549 CE 062 414

Platt, Elizabeth; And Others
Collaboration for Instruction of LEP Students in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Teachers; *Educational Cooperation; *English (Second Language); Interpersonal Communication; *Limited English Speaking; Mainstreaming; Postsecondary Education; Program Effectiveness; Secondary Education; Second Language Instruction; *Teaching Methods; *Vocational Education; *Vocational English (Second Language)

A study examined the collaboration between vocational teachers and their colleagues in vocational English as a Second Language (VESL) or English as a second language (ESL) on behalf of limited English proficient (LEP) students in mainstream vocational classrooms. Visits were made to three secondary and three postsecondary sites nationwide. Data were collected through faculty questionnaires, videotaped classroom observations, and participant interviews. True instructional collaboration was found where language specialists were viewed as experts, not as support personnel. This relationship involved a one-way information exchange: the vocational instruction gave learning content to the language teacher who made it comprehensible to the students. Instructional episodes observed during site visits were illustrative of the potential of vocational instruction to LEP students. Collaboration was not a factor essential to development of effective teaching

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Change Strategies; *Educational Assessment; Educational Change; Educational Improvement; *Educational Objectives; Education Work Relationship; Feedback; High Schools; Organizational Change; Outcomes of Education; Program Effectiveness; *Program Evaluation; Relevance (Education); State Departments of Education; *Vocational Education
IDENTIFIERS- California; Florida; Michigan; Ohio; Oklahoma

A study sought to determine the extent to which local accountability systems exist in vocational education and to describe the nature of the underlying relationships between such programs and their constituents. Data were collected through interviews from two local vocational education programs in each of five states (California, Florida, Michigan, Ohio, and Oklahoma) and their state departments of education. Four major conclusions were reached: (1) there is widespread evidence of functioning local accountability systems in vocational programs; (2) these systems can be described in terms of goals, measures, information feedback loops, and change mechanisms and the relationships between those components; (3) the quality of these components and the relationships between them account for much of the variation in local accountability systems and limitations in the components interfere with the overall effectiveness of the accountability system; and (4) many practical constraints that reduce the effectiveness of the components in local systems can be identified. Examples of the practical constraints included: (1) goals that were ineffective because they were so broad or vague that it was difficult to know when they were achieved, goals that were not supported by relevant constituencies, and no stated priorities among goals; (2) measures that were ineffective because they were not consonant with or sufficient to encompass goals, of adequate technical quality, or not meaningful to constituents; and (3) feedback that is deficient because of insufficient communication, inaccurate communication, or a high rate of communication with very little useful content. (CML)

ED 351 568   CE 062 446

Camp, William G.; Heath-Camp, Betty
Professional Development of Beginning Vocational Teachers: An Introduction to the Professional Development Program for Beginning Vocational Teachers.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 24p.; With assistance from Elaine Adams. For related documents, see ED 342 926, ED 346 291-292, and CE 062 513.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; *Inservice Teacher Education; Postsecondary Education; *Professional Development; *Program Development; Secondary Education; *Teacher Certification; Teacher Supervision; Teaching Experience; *Vocational Education Teachers

This guide serves as an introduction to the Professional Development Program for Beginning Vocational Teachers. The program has a research base; its overall goal, as outlined in the guide, is to provide a flexible and adaptable mechanism for beginning vocational teachers to have a smoother transition

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 49p.; For related documents, see CE 062 480-501. Pages 37-39 contain some illegible print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Basic Skills; Business Correspondence; *Technical Writing; Writing Exercises; Writing Improvement; *Writing Instruction; Writing Laboratories; *Writing Skills; Writing Strategies; Writing Workshops
IDENTIFIERS- *Workplace Literacy

This document offers brief lesson plans for four courses: (1) an 8-hour refresher course for employees who write memos, short reports, and letters; (2) an 8-hour refresher course on creating a short document; (3) a 16-hour course on technical manual writing; and (4) an 8-hour course on technical manual writing. The courses were part of a workplace literacy project developed by Mercer County Community College (New Jersey) and its partners. In addition to the lesson plans are the following: a glossary of word usage, a list of cliches to avoid, a list of transitional words, exercises to review punctuation, a list of outdated business language, memo-writing exercises, exercises on parallelism, checklists for good writing, and a lists of commonly misspelled words. (CML)

ED 351 587 CE 062 489

Writing for Manufacturing Personnel.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 39p.; For related documents, see CE 062 480-501.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Basic Skills; *Business Correspondence; *Manufacturing; *Technical Writing; Writing Exercises; Writing Improvement; *Writing Instruction; Writing Laboratories; *Writing Skills; Writing Strategies; Writing Workshops
IDENTIFIERS- General Motors Corporation; *Workplace Literacy

This document, developed by Mercer County Community College (New Jersey) and its partners, offers lists of topics covered in each day of a 24-day course designed to teach General Motors employees the following skills: document information; write clear directions and instructions; outline and organize thoughts and ideas; write memos and business letters; and construct sentences, paragraphs, and short essays. In addition, the document contains an exercise on writing clear directions, a checklist for writers, and course evaluation questionnaires. References are made to handouts that are not part of the document. (CML)

ED 351 588 CE 062 490

Lewandowski, Carol
English as a Second Language for Automotive Component Parts Line Operators.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

*Equal Opportunities (Jobs); Job Training; Labor Force Development; Machine Repairers; Metal Working; Nonformal Education; *Nontraditional Occupations; Nontraditional Students; Occupational Aspiration; Postsecondary Education; Reentry Workers; Sex Discrimination
IDENTIFIERS- *Connecticut

This guide is intended to help in the active recruitment and training of women for nontraditional occupations in the skilled trades and technical fields by providing information for young women, guidance for educators and counselors, and resources for both new and experienced workers. Chapter 1 defines nontraditional jobs and spells out why women might consider taking such positions. Chapter 2 describes nontraditional jobs in construction work, the machine trades and metal work, mechanics and repairers, computers and electronics, scientific and technical work, and other fields. Chapter 3 outlines the skills called for in many nontraditional jobs and suggests formal and nonformal ways of building those skills, particularly through programs in Connecticut. Chapter 4 explores the major routes in Connecticut to training for nontraditional jobs, including apprenticeships and displaced homemaker programs. An epilogue offers encouragement to those seeking nontraditional jobs. Short articles on the personal experiences of women in nontraditional jobs appear frequently throughout the document. Appendices A through H provide tables showing the percentage of women in selected nontraditional and traditional jobs, average hourly earnings for selected occupations in Connecticut during 1990, and the number and participation rates of women in Connecticut apprenticeships; explanations of relevant legislation; contact information for Connecticut and a few national organizations for information and assistance, including apprenticeship programs; and 26 pages of print and audiovisual resources. (CML)

ED 351 608 CE 062 524

The South Carolina Comprehensive Career Development Program for Grades K-12.
PUB DATE- Aug 92
NOTE- 153p.; Updates ED 310 232.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Career Choice; *Career Development; *Career Education; *Career Exploration; Community Resources; Competence; Competency Based Education; Counselor Role; *Course Content; Curriculum Development; Educational Planning; Educational Resources; Elementary Secondary Education; Learning Activities; Occupational Information; Parent Role; State Curriculum Guides; Statewide Planning; Teacher Role; Vocational Education
IDENTIFIERS- National Career Development Guidelines; *South Carolina

This document presents a model Comprehensive Career Development Program for grades K-12 developed for the state of South Carolina. The model provides the framework for local school districts to evolve a program that will meet the specific career development needs for their district's students. The model is planned to organize, expand, and extend competency-based career development strategies, activities, and experiences in order to assist students in making realistic career goal plans and apprise them of how to use the public school's curriculum and experiences to further their career

Injured workers are individuals whose injuries have resulted in residual impairment, making it impossible for them to return to their former jobs or to seek work in an allied field. This study investigated the differential effects of computer assisted career guidance (CACG) systems combined with a cognitive information processing strategy on injured workers' vocational behaviors. A sample of 83 participants was obtained from the population of industrially injured workers. These participants were identified as either physically unable to return to their original employers or unable to return to the type of job that they performed before their injury. Participants were assigned to four treatment groups: (1) information system, Ohio Career Information System (OCIS) with Process Instruction; (2) OCIS with Content Instruction; (3) guidance system, DISCOVER, with Process Instruction; and (4) DISCOVER, with Content Instruction. Each participant was pretested with the Career Decision Scale (CDS), and posttested with CDS, My Vocational Situation, Occupational Alternatives Questionnaire, and Career Counseling Evaluation Form. The results of the study suggested that the use of a career information system did not differ from a career guidance system on the dependent measures, and the cognitive information processing intervention had no differential effects on the treatment groups. However, counselor effect as well as the participants' gender, education, and pre-treatment vocational concern were found to have significant impact on the treatment outcomes. (Contains 42 references.) (ABL)

ED 351 627 CG 024 628

Resource Manual for Handling Body Fluids in the School Setting To Prevent Transmission of Human Immunodeficiency Virus and Hepatitis B Virus. Revised Edition.
PUB DATE- 91
NOTE- 25p.; For earlier version see ED 326 973.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Bacteria; *Communicable Diseases; *Disease Control; Elementary Secondary Education; Public Health; *School Health Services; *School Policy; Viruses
IDENTIFIERS- *Hepatitis

This Maryland resource manual provides local education agencies with guidelines on how to handle body fluids to prevent the transmission of diseases, especially Human Immunodeficiency Virus (HIV) and Hepatitis B Virus (HBV), in the school setting. The first section summarizes the reasons for development of the manual. The second section summarizes the various diseases that are transmitted through blood and body fluids. The third section provides guidelines for school staff on: (1) handwashing; (2) using gloves; (3) disposing of materials soiled with blood and body fluids; (4) identifying diseases that are transmitted via body fluids; (5) cleaning up body fluid spills and the equipment used for cleaning; (6) disinfecting materials and clothes; and (7) educating and training staff. A table lists the body fluid sources (blood, feces, urine, respiratory secretions, vomitus, semen) with the organisms of concern (HBV, HIV, cytomegalovirus, salmonella bacteria, shigella bacteria, rotavirus, mononucleosis virus, cold viruses, influenza viruses, parvovirus, measles, mumps, or the publishing company because of their high achievement in academic activities, community service, athletics or their performance on national scholarship or award contests. It is noted questions were tabulated by total response; breakdowns by sex, race, type of school attended, and type of community are also included. On questions calling for write-in answers, results are shown of the most frequently mentioned answers. These categories of questions are included: (1) participant data/demographics; (2) education; (3) future plans; (4) teenagers and Acquired Immune Deficiency Syndrome (AIDS); (5) sexual behavior; (6) abortion; (7) tobacco, alcohol, and drugs; (8) peer pressure; (9) sexual violence and date rape; (10) violence in society; (11) life priorities; (12) race, religion, and prejudice; (13) personal satisfaction; (14) suicide; (15) social policy/politics; (16) gun control; and (17) most admired people. (ABL)

ED 351 647 CG 024 648

McIntyre, Rosemarie E.; Yee, Darlene
Development of a Leader's Guide to Community-Based Programs in Health Education and Promotion for Older Adults.
PUB DATE- Nov 91
NOTE- 26p.; Paper presented at the Annual Meeting of the American Public Health Association (119th, Atlanta, GA, November 10-14, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Education; *Health Education; *Older Adults; *Program Administration; *Program Guides

This research sought to provide a protocol to the community program leader in health education for the older adult which could assist identifying specific needs and potential approaches. A protocol was developed for a community program leader's guide in health education and promotion through a series of questionnaires with a group of experts. Utilizing the Delphi method of research, opinions from a panel of experts were elicited and combined to reach a consensus. The panel received a preliminary survey, with five distinct content domains including physical activity, nutrition, health concerns, and safety and stress management. The group was asked to make suggestions on the survey form. The panel reviewed the modified survey and rated each item for its usefulness. The results indicated: (1) the program outline should contain an introduction, program objectives, educational objectives, needs assessment, and learning activities and methods; (2) appropriate content domains and content information for such a guide should include physical activity, nutrition, health concerns, safety, and stress management; (3) all components of the guide are not required; (4) the majority of learning activities and methods were rated as essential; and (5) the proposed protocol should be a practical and usable tool for the community program leader. (ABL)

ED 351 648 CG 024 651

Raven, Bertram H.
The Bases of Power: Origins and Recent Developments. A Presentation in Honor of John R. P. French on the Occasion of His Receiving the Kurt Lewin Award.
PUB DATE- 17 Aug 92
NOTE- 33p.; Paper presented at the Annual Meeting of the American

Research; *Student Teachers; *Teacher Behavior; *Teacher Education
IDENTIFIERS- *Reflective Judgment

A study investigated the relationship between student teachers' constructs of how knowledge is generated and organized (their levels of reflective judgment) and actual teaching practices (instructional patterns). Both elementary and secondary level student teachers at one particular field experience center participated. Instructional patterns of the student teachers in the classroom were recorded in field notes and analyzed. Additional data were drawn from the reading methods course records, anecdotal notes of clinical teachers' comments and student teacher conferences, final grade point averages, scores on the Reflective Judgment Interview, and students' journals. Results indicated a relationship between students' reflective judgment scores and their classroom practices. However, there did not appear to be a relationship between reflective judgment scores and either grades from the reading methods coursework, student teaching or total grade point averages, or the content of journal entries. Implications are drawn for student teachers, cooperating teachers, and university supervisors and methodology instructors. (Author/RS)

ED 351 667 CS 011 087

Teens' Favorite Books: Young Adults' Choices 1987-1992.
PUB DATE- 92
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Adolescents; Annotated Bibliographies; Audience Awareness; Books; Literature Appreciation; Reading Material Selection; *Recreational Reading; Secondary Education
IDENTIFIERS- Reading Motivation

Designed to make the job of encouraging adolescents to read less of a challenge, this book provides descriptions of all of the approximately 150 examples of young adult literature that were selected "Young Adults' Choices" in the yearly voting by teenagers conducted from 1987 to 1992. Each entry in the book includes bibliographic information, an annotation, and the year in which the book was chosen. Entries in the book are grouped by type or genre (adventure, family life, fantasy, friendship, health, history, mystery and crime, nature, personal growth, romance, science fiction, and sports). An author and a title index are attached. (RS)

ED 351 668 CS 011 088

Contributor's Guide to Periodicals in Reading.
PUB DATE- Nov 92
NOTE- 25p.; Small print on a few pages may affect legibility. For the 1991 edition, see ED 341 019.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Information Sources; Preschool Education; *Reading; *Scholarly Journals; Writing for Publication
IDENTIFIERS- *Educational Journals; *Reading Journals

Curriculum; Cultural Pluralism; Curriculum Development; Higher Education; Humanism; *Literature Appreciation; Values Education; *Western Civilization
IDENTIFIERS- Educational Issues; *Grove City College PA; *Literary Canon

A close examination of the classics of western civilization reveals values that transcend any narrow definition and so absolve the classical tradition from the accusations leveled against it for being mere "representations" of the dominant culture. The classical tradition, with its values of individualism, freedom, and human dignity, has always, at its best, sought to affirm a wisdom that transcends race, gender, and nationality. Grove City College has initiated a revision of its core curriculum--a three-year sequence entitled the "Civilization Series" that guides every student through the great literary, philosophical, and religious works of western civilization and introduces them to other major world civilizations. New Historicism's diminishment of the classics to mere curiosities of a particular mindset of a particular time elevates the half truth of a work's historical context into the full truth about that work. Dante's use of Beatrice in "The Divine Comedy" is an example of the universal human need for symbols of the transcendent. In Homer are the seeds of what would later flower into a more universal sense of human dignity, freedom, equality, and rights. The Civilization Series at Grove City College recognizes the belief structure implicit in the great works of literature. The goal is unapologetically to elucidate that belief structure and to examine the best that has been thought or written in the West. Current curricular reforms must affirm the value of the classics that have given the world humanistic ideals it has recently come to cherish. (RS)

ED 351 687 CS 213 573

Mayo, Wendell
Peer Tutoring and Writing Assessment.
PUB DATE- 2 Nov 92
NOTE- 10p.; Paper presented at the Assessment Workshops of Indianapolis: Faculty-Developed Approaches to Assessment of Learning (Indianapolis, IN, November 2, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Higher Education; *Peer Evaluation; Peer Teaching; Teacher Role; *Tutoring; *Writing Evaluation; *Writing Instruction; Writing Teachers
IDENTIFIERS- Author Reader Relationship; Personal Writing

The transformation of private to public writing not only challenges student writers, but teachers of writing. The most important assessment of writing takes place in the transaction between writer and reader--among peer readers who are actively writing themselves. Faculty should not relinquish responsibility for assessing written products, but a fuller and more sensible assessment of writing must include assessments of how students negotiate meaning. Teachers can achieve assessment through peer tutoring by: (1) asking students to write for themselves only; (2) use peer tutoring to enable students to transform their private writing into public writing; (3) have students negotiate meaning with more specialized communities of discourse; and (4) faculty, then, assess both the writing series on public television which combines animation, live action, and puppetry to invite children ages 5 to 9 into the magical land of storytelling. The guide seeks to help teachers, librarians, or parents to lead children to respond to each film's content in a variety of ways that make "Long Ago & Far Away" a door into the world of literature. The guide first presents an introduction about the series, about television in the classroom, about using the guide, and a lesson on the art of animation. The guide next presents 22 lesson plans for particular "Long Ago & Far Away" episodes, each lesson plan containing a short section about the story, suggested activities before viewing, discussion questions and activities which encourage children to think about what they have seen, and a bibliography. Ordering information concludes the guide. (SR)

ED 351 707 CS 213 615

Taxel, Joel, Ed.
FanFare: The Christopher-Gordon Children's Literature Annual. Number 1.
PUB DATE- 93
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audience Awareness; *Childrens Literature; Creative Writing; Elementary Secondary Education; *Figurative Language; *Poetry; Poets; Reading Material Selection; Twentieth Century Literature; United States Literature
IDENTIFIERS- Historical Background

In this first issue of a children's literature annual, 10 articles on poetry for young people are presented. The articles and their authors are as follows: "There Is No Net To Catch A Poem" (Jane Yolen); "Poetry and the Self" (Myra Cohn Livingston); "The World Outside My Skin" (Eve Merriam); "American Poetry for Children--The Twentieth Century" (Lee Bennett Hopkins); "Sparks and Wonder: Poetry for Children in the 90s" (Paul B. Janeczko); "Poetry and Song for Young Children" (Nancy Larrick); "Giving the Gift of a Poet's Words: Sharing Poetry with Older Children" (Lee Galda); "Writing on the Riverbank with a Banjo on my Knee" (Charles Temple); "On Becoming a Collector" (Carol J. Fisher); and "A Retrospective of Outstanding Poetry for Youth: 1980-1992" (M. Jean Greenlaw). (SR)

ED 351 708 CS 507 902

Eyo, Bassey A.
Intercultural Communication Education: An Afrocentric Perspective.
PUB DATE- Apr 91
NOTE- 21p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- African Culture; Cultural Context; Cultural Differences; Higher Education; *Intercultural Communication; Interpersonal Communication; Philosophy
IDENTIFIERS- *Afrocentrism

This paper examines the implications of "Afrocentricity" for

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Response; Higher Education; *Mass Media Effects; Technological Advancement; *Television; Television Research; *Television Viewing; Videotape Cassettes; Videotape Recorders
IDENTIFIERS- *Cultivation Theory (Television)

Researchers who study television's cultivation effects believe that heavy television viewing exposes people to consistent messages that lead them to be more fearful and mistrustful of others. The widespread adoption and use of new television technologies, such as cable, VCR, and remote control devices (RCD), however, have the potential to alter cultivation effects, because new television technologies allow for greater programming diversity and greater viewer control. Two studies were conducted to test the impact of cable, VCRs, and RCDs on fear of crime and interpersonal mistrust. Both studies were random-digit-dialed telephone surveys of adults in two United States cities (the first study involving 152 people, and the second 615). Results found mixed support for the study's hypotheses. Cable television had a differential impact on cultivation effects. Increased exposure to broadcast-type channels was linked to greater cultivation. On the other hand, increased exposure to more specialized and diverse cable channels was negatively related to cultivation perceptions. VCR ownership also was linked to less cultivation. Findings suggest that mass communication researchers should continue to explore the impact of new television technologies on traditional media effects. (Three tables of data and 43 references are attached.) (Author/SR)

ED 351 727 CS 507 997

Schnell, James A.; Schnell, William F.
Intervening on Behalf of the Patient in Primary Care: The Communicative Role of the Hospital Chaplain as a Member of the Health Care Team.
PUB DATE- 87
NOTE- 14p.; Revised version of a paper presented at the International Communication Association's "Communicating with Patients" Conference (St. Petersburg, FL, 1987).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clergy; Communication Skills; Cultural Context; *Helping Relationship; Hospital Personnel; Intervention; *Organizational Communication; Patients; *Physician Patient Relationship; *Primary Health Care; *Professional Training; Teamwork
IDENTIFIERS- Communication Behavior; *Communication Strategies; Organizational Culture

Predicated on the knowledge that effective communication among medical personnel and patients is fundamental to the achievement of successful health care delivery, this paper addresses the practice of chaplain intervention on behalf of the patient in primary care to enhance physician-patient interaction. First the paper defines culture (in the communicative context) as a "summation of ways of living, organizing, and communing built up in a group of human beings and transmitted to newcomers by means of verbal and nonverbal communication." The paper then considers: 1) the hospital culture; 2) patient functioning within that culture; and 3) the

Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Planning; *Educational Improvement; Educational Quality; *Educational Technology; Elementary Secondary Education; Excellence in Education; *Program Development; State Action; *Statewide Planning
IDENTIFIERS- *Florida; *Schoolyear 2000 FL

An overview of Florida's statewide school improvement project, Schoolyear 2000, is provided in this paper. Schoolyear 2000, to be implemented in 1994, is a collaborative plan to improve public education in Florida through the systematic application of technology to learning and teaching. The planning and design stage has involved the Center for Educational Technology at Florida State University, the State Department of Education, various citizens' and advisory councils, teachers, and administrators. The first part provides background information regarding the project's implementation, participative design, and assumptions. The second part describes the project's approach, which centers around individualized instruction, technology, and a collaborative and total system design. Ways in which these changes will improve the quality and productivity of public education are discussed in part 3. The approach used in the design and implementation of the system and the changes made during the planning stage are described in parts 4 and 5. The final part highlights present and future obstacles to the design and implementation of the system, which involve the bureaucratic process and the politics of funding. (LMI)

ED 351 746 EA 024 387

School Choice in Virginia and the Nation. A New Vision for Education.
PUB DATE- 24 Oct 91
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Policy; Educational Vouchers; Elementary Secondary Education; Open Enrollment; Parent Influence; Policy Formation; *School Choice; School Restructuring; *State Programs; Tax Credits
IDENTIFIERS- *Virginia

This report completes phase 1 of a study of the school choice issue, by summarizing information regarding school choice options currently proposed or implemented in Virginia and other states. Methodology involved: (1) a survey of 127 out of 135 total school divisions; (2) a literature review; (3) interviews with school division personnel, other state departments of education, and the U.S. Department of Education Center for Choice in Education; and (4) analyses of identified options. Chapter 1 provides a brief description of various types of school choice, some historical background, steps taken at the federal level, and a review of the arguments of both advocates and critics of choice. Chapter 2 presents survey results and other research on parents as the consumers of educational services. The third chapter discusses the various types of intradistrict public school choice and the policy issues inherent in this option. Interdistrict public school choice options and their policy ramifications are analyzed in chapter

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Administrators; Cognitive Processes; *Decision Making; Decision Making Skills; Elementary Secondary Education; Foreign Countries; *Organizational Theories; *Participative Decision Making; *Policy Formation
IDENTIFIERS- *Australia

Educational administrators have the power to determine the nature of decision-making structures and processes within their institutions and the extent to which decisions are implemented. This paper reviews assumptions underlying decision-making structures and processes established by school administrators; examines potential individual motives within the decision arena; and notes constraints within which decision makers operate. It is argued that participation decision-making practices are not a ready-made panacea for remedying educational problems, and that an array of conscious and unconscious motives influence individuals' decision-making processes. The move to local school councils in Australia has also presented a constraint to administrative decision-making. In conclusion, the decisions that school administrators make about decision-making structures and processes should seek to meet the proposition that people use the educational system to accomplish human ends. (Contains 18 references.) (LMI)

ED 351 769 EA 024 459

Baldwin, Gordon B.
Student First Amendment Rights: Wisconsin School Board Association.
PUB DATE- 22 Jan 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Boards of Education; Censorship; *Civil Liberties; *Constitutional Law; Court Litigation; Elementary Secondary Education; *Freedom of Speech; Legal Problems; *Student Rights
IDENTIFIERS- *First Amendment

Issues in students' First Amendment rights are discussed in this paper, which is directed toward school board members. The "Tinker v. Des Moines Independent Schools" (1969) decision is discussed, in which the United States Supreme Court struck down the discipline imposed on students who wore black armbands during school hours to protest the Vietnam War. A second court decision, "Hazelwood School v. Kuhlmeier" (1988), addresses the issue of principal censorship of school-sponsored newspapers. Finally, "Board of Education v. Pico" (1982) is discussed, which addresses school board discretion to remove objectionable books from school libraries. (LMI)

ED 351 770 EA 024 460

Trestrail, Colin
Devolution: Evolution or Revolution?
PUB DATE- Jul 92
NOTE- 21p.; Paper presented at the Annual Meeting of the Australian Council for Educational Administration (Darwin, Northern Territory, Australia, July 1992).

Petri, Mart; Burkhardt, Gina
CaMaPe: An Organizational and Educational Systems Approach to Secondary School Development.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Change; *Educational Development; Educational Improvement; Educational Philosophy; Educational Planning; Models; Organizational Change; Organizational Climate; *Organizational Objectives; *School Restructuring; Secondary Education; *Systems Approach
IDENTIFIERS- *CaMaPe Models

This book is designed for use as a theoretical and practical tool for planning and implementing secondary school change. Chapter 1 presents the history of the development of the CaMaPe models and a perspective on the universality of educational and organizational structures and describes the kinds of schools appropriate to the models. The basic elements of the CaMaPe system are illustrated through a kite configuration. Chapter 2 provides the background and theory for the models and school-development process, viewing the school as both an educational and organizational system. The third chapter describes in detail five educational models and their components and presents examples of schools that fit each model. Five organizational models and their components are described in chapter 4, which stresses the relationship between a school's organizational and educational structures. Chapter 5 integrates the five educational and five organizational models to form five congruent prototypical school models. The sixth chapter shows how to use the CaMaPe models to enhance school change, offering an example of how the staff of one school implemented a feasible school-development plan. A detailed step-by-step guideline with suggested time parameters is presented. Twenty-three figures are included. Appendices contain charts of and worksheets for the five educational and organizational models. (Contains 36 references.) (LMI)

ED 351 790 EA 024 482

Turning Points: States in Action. An Interim Report of the Middle Grade School State Policy Initiative.
PUB DATE- 92
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Improvement; *Educational Objectives; *Intermediate Grades; Junior High Schools; *Middle Schools; Program Effectiveness; State Action; *State Programs
IDENTIFIERS- *Middle Grade School State Policy Initiative

This report analyzes the experiences of 27 states selected to participate in Carnegie Corporation of New York's Middle Grade School State Policy Initiative (MGSSPI), a 3-year grant program to states to stimulate fundamental reform in schools serving 10- to 15-year old students. MGSSPI states are working to radically transform the education provided in middle grade economic stimulus to create jobs now while laying the foundation for long-term economic growth; long term public investments to increase the productivity of people and businesses; and a balanced deficit-reduction plan to prevent the drain of private investments that generate jobs and increase incomes. The text is organized into four sections: (1) "A New Direction" (a brief 3-page preamble); (2) "A Legacy of Failure" (a 16-page statement of the problem, under subheadings such as "Skyrocketing Health Care Costs"); (3) "What We Must Now Do" (a 92-page statement of the solution, under subheadings such as "Investing in the Future: Reducing the Deficit To Increase Private Investment" and "Restoring Fairness"); and (4) "The Task Remaining" (a brief 6-page wrap-up). A closing Appendix contains 25 pages of statistical tables outlining various discretionary program savings, proposed changes to mandatory programs, stimulus proposals, investment proposals, and revenue and receipts proposals. Most tables provide figures for each year for the 6-year period 1993-1998. The field of education is touched upon in the report at six locations: (1) "Relative Earnings by Education for 25-34 Year Olds" (Chart 2-9, p. 18); (2) Chapter 1 Compensatory Education (p.31); (3) Pell Grants (p. 32); (4) "Lifelong Learning," covering full funding of Head Start and related child care funding and Medicaid, National Service, Dislocated Workers Program, Job Corps Expansion, Summer Youth Employment and Training Program, Youth Apprenticeship, and various Department of Education reforms and initiatives (p. 57-59); (5) Impact Aid "b" Projects (p. 87); and (6) Reform of Student Loan Programs (p. 92). (WTB)

ED 351 811   EC 301 622

Thompson, Josephine T.
Developing and Implementing an Inservice Program Designed To Change Teacher Attitudes toward Mainstreamed Learning Disabled Students at the Secondary Level.
PUB DATE- 10 Sep 92
NOTE- 88p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; *Classroom Techniques; Educational Legislation; High Schools; *Inservice Teacher Education; Knowledge Level; *Learning Disabilities; Legal Responsibility; *Mainstreaming; *Mild Disabilities; Program Effectiveness; Regular and Special Education Relationship; Rural Education; Special Needs Students; *Teacher Attitudes; Teacher Effectiveness

This practicum involved the development of an 8-month inservice training program to give teachers (N=71) at a rural high school basic information concerning the mainstreaming of students with learning disabilities (LD) as well as to influence their attitudes toward inclusion of such students in their classes. Initially, teachers were confused about the LD, EH (emotionally handicapped), and EMH (educable mentally handicapped) classifications. They had little understanding of requirements of Public Law 94-142 (the Education for All Handicapped Children Act), individual education plans, classroom modifications allowed to special needs students, nor their legal responsibilities. Teachers expressed feelings of inadequacy about teaching students with learning disabilities. The inservice plan was designed to be spread over time, using parts of regular faculty meetings as well as mailbox handouts and contests. Results were positive, with gains in basic problem, (2) request an initial evaluation for special education services, (3) request a meeting to review the Individualized Education Program, (4) request a change of placement, (5) request records, (6) request an independent evaluation, (7) request a due process hearing, (8) follow up on a previous letter, and (9) give positive feedback. An attachment presents a flow chart of the special education process from initial referral through evaluation, meetings, and final agreement. (DB)

ED 351 832 EC 301 659

Narita, Shigeru
Japanese Special Education Today: Issues and Implications.
PUB DATE- Nov 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Education; Computer Uses in Education; Delivery Systems; *Disabilities; Educational Finance; Educational History; Educational Needs; *Educational Trends; Elementary Secondary Education; Foreign Countries; Incidence; Parent School Relationship; *Special Education; Teacher Role; Teacher Salaries; *Trend Analysis
IDENTIFIERS- *Japan; *Japanese Education

This paper presents a summary discussion of the current status of special education in Japan, its recent history, and issues and trends. Noted is establishment of the current educational system (and special education system) as part of post-war American occupation. The following issues are discussed: centralization and teacher autonomy; compulsory education; numbers of children served in regular and special education; classroom management approaches; the "fallen behind" (those with learning problems); school bullying; curriculum and instruction; parental motivation in education and parent financed institutions; children with reading difficulties; upper secondary schooling; transition and employment; the social status of teachers; teacher education; the Japan Teachers' Union; teacher salaries; financing special education (shared by national, prefectural, and municipal governments); and educational computing in the schools. Additional issues identified include pull-out resource room instruction, competition between public and private schools, and the need to improve service quality. (Contains 15 references.) (DB)

ED 351 833 EC 301 660

Sanz, M. T.; Menendez, F. J.
Early Motor Training in Down's Syndrome Babies: Results of an Intervention Program.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Downs Syndrome; *Early Intervention; Infants; Instructional Effectiveness; Modeling (Psychology); *Motor Development; *Observational Learning; *Parent Education; Parent Participation; Perceptual Motor Learning; Preschool Children; Preschool Education; *Stimulation; Toddlers; Training Methods

This study examined whether infants with Down syndrome (N=32) undergoing early motor training would benefit from their

Numbers 1 and 2; see FL 020 603.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case (Grammar); *Phrase Structure; *Romance Languages; *Structural Analysis (Linguistics); *Verbs
IDENTIFIERS- *Subject (Grammar)

One characteristic of causative verbs in French, Spanish, and Italian is that the subject of the embedded verb appears to the right of its object (if it has one). A second distinguishing property is the Case that appears on the subject embedded under the causative verb. It is always either accusative or dative, depending on the transitivity of the embedded verb. An explanation for these facts need not assume rules of Verb Phrase (VP) preposing, the preposing of any projection of V, rules involving the internalization of an external argument, or that the embedded subject is an argument of the matrix verb. Rather the causative facts can be explained within recent hypotheses that subjects are base-generated within the maximal projection of V. Specifically, it is argued that the subject appears inside the embedded VP complement of the causative, and is Case-marked by the embedded verb. It is suggested that the embedded verb is endowed with an extra Case-marking ability, transmitted from the causative verb. This account explains the distinct patterns of Case-marking that appear on the embedded subject for transitive, unergative, and lexical dative verbs in both the "faire"-infinitive and the "faire par" constructions. (JL)

ED 351 854 FL 020 608

Mok, Sui-Sang
Locative Inversion in Cantonese.
PUB DATE- 92
NOTE- 44p.; In: Linn, Mary Sarah, Ed. and Oliverio, Giulia, R. M., Ed. Kansas Working Papers in Linguistics, Volume 17, Numbers 1 and 2; see FL 020 603.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cantonese; Linguistic Theory; *Phrase Structure; Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Locative Inversion

This study investigates the phenomenon of "Locative Inversion" in Cantonese. The term "Locative Inversion" indicates that the locative phrase (LP) syntactic process in Cantonese and the appears at the sentence-initial position and its logical subject occurs postverbally. It is demonstrated that this Locative Inversion is a widespread syntactic process in Cantonese and the sentence-initial LPs in the Locative Inversion are argued to be subjects that come from the postverbal complement position in the majority of cases. It is also possible to move a preverbal adjunct locative phrase to the subject position in the existential "yau" (have) sentences. This movement hypothesis is crucially dependent on the relative distribution and co-occurrence restrictions between the sentence-initial LPs and their coreferent proform "hai dou" (there). One important observation drawn from the SuperRaising analysis of the sentence-initial locative phrases is that "pro" in Chinese, albeit an A-specifier, will not block A-movement, unlike what is predicted by the theory of Relativized Minimality. (JL)

ED 351 855 FL 020 609

Kapper, James
English Borrowing in Thai as Reflected in Thai Journalistic Texts.
PUB DATE- 92
NOTE- 18p.; In: Dooley, Robert A. and Marshall, David F., Eds. Work Papers of the Summer Institute of Linguistics, 1992, University of South Dakota Session, Volume 36; see FL 020 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business Administration; English; *Journalism; *Language Patterns; Language Research; *Linguistic Borrowing; Linguistic Theory; *News Writing; Politics; Reading Materials; *Thai; Uncommonly Taught Languages; Vocabulary

A study investigated patterns of English loan words in various domains of journalistic discourse in Thai print media, to gain insight into economic, political, and social relationships of the languages and the role of English as a global language. Thai was chosen because Thailand was not subject to colonialism by Europeans and because some research already exists. Texts examined were two magazines each in business and politics and two general-interest magazines, all aimed at adults and published in August-September 1986. Analysis found that in 182 articles, 626 separate lexical items from English occurred, with the highest proportion in the business publications and lowest in the political magazines. These differences are attributed to the varying amounts and kinds of advertising and the nature of language use within each area of interest. Phonological changes and variants, as reflected in Sanskrit orthography, and combined Thai-English words and borrowing of discrete English morphological segments were also noted. It is concluded that English has had a significant impact on Thai in a range of semantic areas, attributable in part to the specialized fields in which English-speakers enter Thai culture. It is also suggested that English has permeated Thai culture and language to a deeper level than have the specialists who imported English into Thailand. (MSE)

ED 351 877 FL 020 755

Levinsohn, Stephen H.
Preposed and Postposed Adverbials in English.
PUB DATE- 92
NOTE- 14p.; In: Dooley, Robert A. and Marshall, David F., Eds. Work Papers of the Summer Institute of Linguistics, 1992, University of South Dakota Session, Volume 36; see FL 020 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adverbs; *English; *Grammar; *Language Patterns; Language Research; Linguistic Theory; *Semantics; *Sentence Structure

A study investigated the differences made in the meaning of a passage in English by placing adverbial clauses before (preposing) or after (postposing) the verb. Examples are: "When the wolf arrived, he was picking apples"; "He was picking apples when the wolf arrived"; "While he was picking apples, the wolf arrived"; and "The wolf arrived while he was picking apples." The report is presented in two main parts. The first discusses preposed adverbials, arguing that they have a bidirectional function: serving as a point of departure for communication and also providing a basis for relating the communication to the context. The information contained in such an adverbial is generally of secondary importance in relation in the business world. Recommendations include (1) that courses on organizational change be adopted, (2) that aspects of organizational change be included in nearly all business courses, (3) that laboratory groups be developed that focus on change, and (4) that change management forums be created where outside speakers are invited to talk about various features of organizational change. Contains 13 references. (GLR)

ED 351 897   HE 025 950

Lingrell, Scot A.
Student Outcomes Assessment: The Senior Survey.
PUB DATE- Oct 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Outcomes Assessment; Colleges; College Seniors; Educational Assessment; *Evaluation Methods; Higher Education; Institutional Evaluation; Literature Reviews; *Outcomes of Education; Program Evaluation; *School Surveys; *Self Evaluation (Groups); *Student Attitudes; Undergraduate Students; Universities

This paper reviews recent literature pertaining to outcomes assessment, especially college senior surveys, and provides background information on several successful studies documenting the effectiveness of outcomes assessment. Books chosen for review are: (1) "Information on Student Outcomes: How To Get It and How To Use It" (Peter T. Ewell); (2) "Measuring College Outcomes" (C. Robert Pace); and (3) "College: The Undergraduate Experience in America" (Ernest Boyer). Specific student outcome assessments are reviewed from the University of Maryland, University of Tennessee at Knoxville, California's Stanford University, Harvard University in Massachusetts, Kean College of New Jersey, Ohio's Kent State University, Bowling Green State University (Ohio), and Ohio University. Essential elements of outcome assessments as found from the literature review suggest that faculty be involved in controlling the assessment, that presidential backing is required, that several methods of assessment are needed to fully understand the undergraduate experience, and that it is important to assess senior year students. School program analysis revealed that each contained a section questioning students about the campus environment, that all surveys had background information sections, and that all of them asked for the seniors' overall assessment of their university experiences. The report provides a model of a senior survey. Contains a 15-item bibliography. (GLR)

ED 351 898   HE 025 951

Attrition and Retention of Full-Time and First-Time and Full-Time, Transfer Students in Baccalaureate and Associate Degree Programs, Including Post-Secondary Opportunity Students, State University of New York Class of 1989.
PUB DATE- Sep 92
NOTE- 777p.; Cover title varies.
LANGUAGE- English
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Academic Persistence; Associate Degrees; Bachelors Degrees; *College Freshmen; Comparative Analysis; Ethnic Groups; *Full Time Students; Graduation; Higher Education; *Institutional Research; Racial Composition; School Holding

IDENTIFIERS- American Council on Education; Association of American Colleges; Association of American Universities; National Assn of State Univ and Land Grant Coll

This book explores the history of American higher education through examination of the voluntary higher education associations organized during the turn of the century: the Association of American Agricultural Colleges and Experiment Stations (AACES), the Association of American Colleges (AAC), The Association of American Universities (AAU), the American Council on Education (ACE), the Association of Land-Grant Colleges (ALGC), the Association of Land-Grant Colleges and Universities (ALGCU), and the National Association of State Universities (NASU). In particular the study looks at the process by which colleges and universities banded together at the national level, what motivated them, what organizations they created, how these entities developed, and what purposes they served. Nine chapters are interspersed with six "interludes," each tracing the annual meetings of one of the associations highlighted in the study and intending to convey the flavor of each group. The nine thematic chapters look at the beginning of the movement to form associations, the process of diversification as institutions sought to develop their own identities, the transition to formal bureaucracies, the development of national standards, the development of philanthropic efforts, influence over legislation, war-time developments, and the post-war era. An index and extensive references for each chapter and interlude are included. (JB)

ED 351 917   HE 025 974

Paludi, Michele A., Ed.
Ivory Power: Sexual Harassment on Campus.
PUB DATE- Jan 91
NOTE- 309p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Faculty; College Students; *Higher Education; Legal Problems; *Power Structure; School Policy; Sex Differences; Sex Discrimination; Sex Role; Sexual Abuse; *Sexual Harassment; Student College Relationship; *Teacher Student Relationship

This book brings together extensive research and writing on sexual harassment in higher education examining it as a misuse of authority by male faculty members and as a confluence of power relations and sexism in institutions stratified by sex. The thirteen contributions are grouped into four sections the first of which, "Sexual Harassment: Conceptual and Methodological Issues" contains three papers on definition and measurement; racism and sexism on campuses; and issues of studying sexist discrimination, respectively. The second section looks at the impact of sexual harassment on individuals, the psychological effects, the victimization of women and how victims come to understand and cope with their experiences. The third section presents data on men who harass including contrasts between male and female views of sexual harassment, the role of authority and power in relations with students, and similar issues. The fourth section discusses institutional strategies for handling complaints of sexual harassment including investigation, prevention and change, creating a sexual harassment panel, and legal issues. An appendix contains extensive resources including organizations concerned with sexual harassment, audiovisual material,

Accelerating the modernization of vocational education necessitates fixing the responsibility for vocational teacher professional development. The purpose of the study reported in this paper was to examine perceptions of the Ohio vocational education partners (547 teachers, 511 local administrators, 72 teacher educators, and 76 Division of Vocational and Career Education--DVCE--personnel) regarding the levels of responsibilities that local schools, vocational education teachers, professional organizations, that state Department of Education, industry, and teacher education have for coordinating, delivering, and funding vocational teacher professional development. An additional purpose was to determine the level of agreement in the perceptions regarding these responsibilities based on respondent employment position. A descriptive questionnaire survey was mailed to a total of 1,206 participants, with a 65 percent response rate (788 returned). Statistically significant differences were expected, due to the large number of participants. The responsibility ratings indicate partnership differences regarding perceived professional development responsibilities; for example, although teacher education is generally not viewed as having a high level of responsibility for funding professional development program components, DVCE personnel rated this responsibility significantly higher that did the other partners. It is concluded that since group cooperation is important to program providers, differences among partners should be addressed by the state Department of Education and other policy makers. (Coordination, funding, and delivery results are reported in nine tables on the following professional development program components: preservice degree-granting programs; preservice nondegree-granting programs; supervision of new vocational teachers; vocational teacher basic academic skills and knowledge testing; pedagogy update; technical skills update; general professional information update; curriculum update practices; and research practices update. Eleven references are included.) (NLA)

and (3) interests; (4) abilities; (5) aptitudes; (6) leadership; and (7) coping with change. Each instructional unit is based on performance objectives, and each contains the following basic components: unit and specific objectives; notes to the instructor; answers to activity sheets and tests; information sheets; transparency masters; activity sheets; and tests. (NLA)

ED 351 475 CE 062 226

Hendrix, Mary W.; And Others
Self-Appraisal Instructional Guide. Spanish Student Materials.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 91
NOTE- 148p.; For instructional guide, see CE 062 225; for the English version of the student materials, see CE 062 227.
LANGUAGE- Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Ability; Academic Aptitude; Career Choice; Career Education; Career Planning; Change Strategies; *Coping; Employment Qualifications; High Schools; Instructional Materials; Leadership; Learning Activities; *Self Concept; *Self Evaluation (Individuals); Spanish; *Vocational Aptitude; *Vocational Interests; *Work Attitudes
IDENTIFIERS- Texas

This document is the Spanish language version of the student materials component designed to accompany the Self-Appraisal Instructional Guide. Page numbers are consistent with the numbering in that guide. The materials are organized according to the guide's seven units, which cover the following topics: (1) understanding yourself (getting to know yourself, the importance of work); (2) attitudes; (3) interests; (4) abilities; (5) aptitudes; (6) leadership; and (7) coping with change. Each unit consists of three components: information sheets, activity sheets, and unit test. The first information sheet in each unit provides terms and definitions. (YLB) literacy; family literacy; funding sources; instructional methodology; learning disabled adults; and workplace literacy. (YLB)

ED 351 496 CE 062 258

Slusarski, Susan B.
Enhancing Professional Development through Reading Professional Literature.
PUB DATE- Nov 92
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Anaheim, CA, November 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Adult Educators; *Independent Reading; *Independent Study; Individualized Reading; *Professional Development; Reading Interests; Reading Materials; Reading Material Selection; Reading Programs

Reading professional literature may be undertaken without a large investment of time or money, yet it still provides a way to increase one's professional knowledge and maintain competencies. To be successful in one's reading, the adult education practitioner needs to consider three aspects of a professional reading program: finding the time, locating the resources, and using effective reading strategies. Three simple, yet effective, time-management techniques--scheduling, planning, and prioritizing--help the practitioner overcome one of the biggest obstacles to reading--finding the time. Practitioners may obtain reading materials through publishers, memberships in professional organizations, or from the library. The following are some shortcuts to professional reading: read book reviews and capsules; get on publishers' mailing lists; make use of abstracts; scan, skim, and skip; and follow leads. The following techniques require more time: use critical reading skills; learn with others; and apply the three-step approach--(1) know what to look for in evaluating research; (2) follow the "three times philosophy": expect to read the research article more than once; and (3) learn the language of research. (Contains 18 references.) (YLB) program's design that follows the natural pattern of student development by guiding students through a series of courses that follow the stages of Awareness (K-6), Foundation Building (6-9), Initial and Intermediate Cluster Mastery (9-12), and Analysis and Synthesis (9-12). Sample courses and descriptions of their content are provided. Some opportunities to encourage technological literacy are listed. (YLB)

Environment.
PUB DATE- Nov 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Adult Education; *Distance Education; *Job Training; *Management Development; Nontraditional Education; *School Holding Power; *Training Methods
IDENTIFIERS- *Goodwill Industries of America

Goodwill Industries of America (GIA), like many organizations that are national or global in scope, uses distance education to deliver management training. GIA uses distance education to train staff identified as future GIA directors, pending the successful conclusion of training. One of the most serious drawbacks to this and all distance education is its low completion rate. Fewer than half of those who begin the GIA training complete it in the recommended 18 months. Several strategies may help raise the completion rate: (1) to avoid encouraging participants to believe they already have all the management skills and information they need so that completing training seems like a pro forma task, regularly schedule meetings with the students, either by telephone or teleconference or in regional face-to-face meetings; (2) assign the students core courses and then offer them an option to choose among several modules, seminars, and courses; (3) move students through the training together, as cohorts; (4) require tutors to be in contact (telephone or face-to-face) with every learner at least twice per month; and (5) schedule regular cohort meetings, at which students would have the opportunity to compare their standing within the context of their peers. (The document contains a literature review of theoretical models of distance education, a synthesized model, and 29 references.) (CML) practices for LEP students in vocational education. The most essential factor to establishment of collaboration was depth and quality of exchange of information between teachers. The following components were found to be most effective in promoting effective programming for vocational LEP students: staff development, support services, curriculum development, bilingual support, and VESL support. The roles suggested for the VESL expert were leading staff development, observing in classrooms, teaching the four skills, and collaborating with vocational colleagues. (Sixty-five references and instruments are appended.) (YLB) into the field of teaching. The program consists of 11 major components: (1) systematic administrative support; (2) a detailed orientation structured around a specific set of topics; (3) a research-based beginning teacher handbook; (4) a structured mentoring program; (5) a peer support group; (6) an ongoing series of inservice workshops; (7) coaching in reflection; (8) certification courses for teachers with provisional or emergency certificates; (9) a professional development plan individualized to the beginning teacher; (10) a professional development center; and (11) a local professional development coordinator. The program is designed as a collaborative effort involving the local education agency, the state department of education, professional teacher organizations, and teacher education institutions. (KC)

PUB DATE- 92
NOTE- 76p.; For related documents, see CE 062 480-501.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Adult Literacy; Daily Living Skills; Employment Potential; English for Science and Technology; *English for Special Purposes; *Job Skills; Limited English Speaking; Literacy Education; *Manufacturing; *Motor Vehicles; *Second Language Instruction; Skill Development; Skilled Occupations; Technical Occupations; *Vocational English (Second Language); Workshops
IDENTIFIERS- *Workplace Literacy

This document is one of a series of student workbooks developed for workplace skill development courses or workshops by Mercer County Community College (New Jersey) and its partners. Designed to improve the English speaking and reading skills of non-English-speaking automotive component parts line operators, the course covers oral, written, reading, and comprehension skills. Grammar and spelling rules are taught, and reading passages are read and discussed. Writing assignments stress review or extensions of the concepts presented, and students are also asked to write sentences dictated to them. The materials for the 75-hour course include the following: a course outline; objectives; a topical outline; a curriculum outline; suggested references; vocabulary; and 16 lessons for English as a Second Language. Lessons consist of objectives, information, and exercises. Topics covered include understanding and applying directions, verb tenses, spelling, punctuation, clauses, adverbs, and adjectives. (KC) goals. The program is presented in the following format for grade levels K-3, 4-5, 6-9, and 10-12: (1) an overview describing characteristics and needs of students regarding career development; (2) stated career development objectives; and (3) competency-based planned activities involving counselors, teachers, parents, community, and administrators. Five appendixes provide the following: a sample student needs assessment survey for career exploration in middle and junior high schools; a curriculum plan for high schools; a list of occupational education programs in six areas (agriculture, business, health occupations, home economics, marketing, and trade and industrial education); a list of nonoccupational education programs (consumer and homemaking, industrial technology, prevocational education, and mechanical drawing) and applied and related courses (applied biology or chemistry, communications for the workplace, mathematics for the technologies, and physics for the technologies); and a list of four curriculum resource guides and six videotapes on careers. (KC)

chickenpox, gonorrhea) and the methods of prevention (using gloves or other barriers, washing hands, reporting accidental contact). The appendices contain diagrams of the correct procedure for handwashing and removing gloves; the Acquired Immune Deficiency Syndrome Education Bylaw; information on understanding the labels of germicides; guidelines on management of exposure to HIV; and a proposed standard for occupational exposure to bloodborne pathogens. (ABL)

ED 351 628 CG 024 629

Keeping Kids Safe: Exploring Public/Private Partnerships To Prevent Abuse and Strengthen Families. Hearing before the Select Committee on Children, Youth, and Families, House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 2 Apr 92
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Abuse; Children; Cooperation; *Family Characteristics; Hearings; *Prevention; *Private Sector; Public Policy; *Public Sector
IDENTIFIERS- Congress 102nd; *Public Private Partnership Program

The text of a hearing on successful efforts to prevent child abuse and strengthen families is presented in this document. After an opening statement by chairwoman Representative Patricia Schroeder, statements are presented by Representatives Robert E. "Bud" Cramer, Jr., Neil Abercrombie, Blackwell, Gerry Sikorski, Matthew Martinez, Frank Wolf, Lamar S. Smith, Barbara-Rose Collins, and Curt Weldon. Statements and/or prepared materials are included from these individuals: (1) Gail Breakey, director, Hawaii Family Stress Center, Honolulu, Hawaii; (2) David Chadwick, director, Center for Child Protection, Children's Hospital and Health Center, San Diego, California; (3) Anne Cohn Donnelly, executive director, National Committee for Prevention of Child Abuse, Chicago, Illinois; (4) Wade Horn, commissioner, Administration for Children, Youth, and Families, U.S. Department of Health and Human Services, Washington, D.C.; (5) Susan Kelly, program director, Families First, Michigan Department of Social Services, Division of Child and Family Services, Lansing; (6) David Mills, president, National Alliance of Children's Trust and Prevention Funds, Lansing, Michigan; (7) David L. Olds, associate professor, Department of Pediatrics, University of Rochester School of Medicine and Dentistry, Rochester, New York; and (8) Bernard Watson, president and chief executive officer, The William Penn Foundation, Philadelphia, Pennsylvania. (ABL)

Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Individual Power; *Interpersonal Relationship; Models; Psychological Patterns; Theories
IDENTIFIERS- Lewin (Kurt); *Social Power

The history and background of the analysis of the basis of power is examined, beginning with its origins in the works of Kurt Lewin and his followers at the Research Center for Group dynamics. The original French and Raven (1959) bases of power model posited six bases of power: reward, coercion, legitimate, expert, referent, and informational (or persuasion). Since then, as the result of considerable research, the model has gone through very significant developments. A more comprehensive model is presented here which reviews: various motivations of the influencing agent (including the need for power, concern with personal image, etc.); an assessment of available power bases in terms of potential effectiveness, personal preferences values and norms, time perspective: consideration of other strategies such as manipulation; utilization of various preparatory and stage-setting devices to strengthen one's power resources; implementation of the power strategies; assessment of effectiveness of influence attempt and its positive and negative after-effects; use of various ameliorative devices; review and consideration and another round of influence strategies. The overall model is examined in terms of its applicability to various settings including: hospital infection control; patient compliance with physicians' recommendations; confrontations between political figures; children's influence on their peers; as well as supervisor/subordinate relationships. (Author)

This guide presents information about 175 periodicals that consistently carry materials about reading. The information in the guide, provided by editors of the periodicals in response to a questionnaire, is contained in two lists. The first list offers information about each periodical's editor, address, and editorial procedures. The second list, presented in matrix format, presents information regarding audience, materials published, publication process, and miscellaneous information. A sample of the survey questionnaire is included. (SR)

ED 351 669 CS 011 089

Wyatt, Monica; Hayes, David A.
Analogies as Sources of Interference to Learning from Texts with Study Guides.
PUB DATE- 5 Dec 91
NOTE- 10p.; Paper presented at the Annual Meeting of the National Reading Conference (41st, Palm Springs, CA, December 3-7, 1991). For a related study, see CS 011 090.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Reading Comprehension; Reading Research; *Study Guides; Undergraduate Students
IDENTIFIERS- *Analogies; Interference (Learning); Text Factors

A study examined an interaction effect observed in an earlier study in which texts about three obscure religions were presented to undergraduates who studied them under three conditions: with a study guide that analogized the religion to Christianity; with a study guide that did not employ analogies; and without aid. Scores were significantly lower among subjects using a study guide employing analogies, but since the passage to be learned contained words that explicitly signaled the same analogy as in the study guide, subjects may have confused elements of the two. In the present study, 87 undergraduate students randomly divided into two groups studied two passages with the aid of study guides. One group first read a text designed to serve as an analog that was similar to the target text, while the other group first read a text designed to serve as an analog that was in contrast to the target text. Subjects then filled out study guides about the target text while looking back on the analog. Subjects also responded to a dependent measure which asked them to list facts from memory about the target text. Results indicated that: (1) for the contrasting analogy condition, subjects wrote more correct statements than for the similar condition; and (2) for the similar analogy condition, subjects wrote more incorrect statements than for the contrasting condition, and subjects also wrote more incorrect statements that directly referred to the analog than for the contrasting condition. Findings suggest that the interaction in the earlier experiment resulted from conceptual interference set up by similarities between elements of the analogies in the study guide and the text. (Two tables of data are included; 24 references are attached.) (RS) product and the evidence of transformation. (A brief workshop on peer tutoring as writing assessment and a list of seven sample peer tutoring exercises are attached.) (RS)

ED 351 688 CS 213 574

Lang, Nancy H.
Monolingual Readers/Polylingual Texts: Challenges in Ethnic Literatures.
PUB DATE- Mar 92
NOTE- 10p.; Paper presented at the Annual Meeting of the College English Association (23rd, Pittsburgh, PA, March 27-29, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indians; Cultural Pluralism; *Females; Higher Education; *Language Role; *Poetry; *Poets; United States Literature
IDENTIFIERS- *Ethnic Literature; Text Factors; Voice (Rhetoric)

Within the texts of most contemporary ethnic American literatures, but especially those of Native American women, interwoven double-voiced strands of language and physical location constantly intertwine through recordings of individual memory and experience. The poems that result from these explorations create a self inextricably linked to Native American socio-cultural and spiritual community through continual utterance of the poetic voice. Two forms of language rebellion appearing in Native American poetry (segues into and out of "Spanglish" and the use of Hopi words) reflect an attempt to preserve the ethnic and minority self, while simultaneously struggling to articulate it within the dominating alien language. The opportunity to confront a cultural and intellectual "Other" offers a unique challenge to mainstream Anglo readers, students, and interpreters of contemporary literatures that exist and indeed flourish beyond the linguistic confines of English and the dominant culture. The reader/student has the opportunity to construct a frame leading to multicultural understanding. (Three samples of poetry are attached.) (RS) intercultural communication education. The paper's task is fourfold. First, it provides the meaning of Afrocentricity as an interpretive and corrective episteme; next, it examines Afrocentricity as context for civility in intercultural communication education; third, it provides a brief review of African philosophy and culture; and finally, the paper synthesizes commentaries of Molefi Asanti, Chinua Achebe, and Dona Richards which buttress the Afrocentric philosophy of respect for others, unity, complementarity, polycentered ways of knowing, rhythm, harmony and communal concern. The paper argues that Afrocentric philosophy is holistic, inclusive, and grounded in complementarity, and that it stands in contrast to Eurocentric premises of "binary opposition" and hegemony. A list of 18 references is attached. (Author/SR) communicative role of the hospital chaplain in aiding patients. Following this, the paper contrasts the chaplain's role against his/her participation as a member of the health care team. The paper also discusses ways to improve communication, including programs or courses designed to provide training for health care professionals in humanistic disciplines. Twenty-five notes are included. (NKA)

4. Chapter 5 addresses public/private school choice and the various policy considerations this approach raises. The final chapter presents issues for further study. Fifteen figures are included. Appendices contain excerpts from the Minneapolis Public Schools Program Guide, a synopsis of various choice programs, a summary of options and issues, and an annotated bibliography. (LMI)

ED 351 747 EA 024 390

Alternative Education: A Guide to Program Development. State Directory.
PUB DATE- Aug 91
NOTE- 284p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- At Risk Persons; Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Dropout Rate; Dropout Research; Dropouts; High Schools; *High School Students; *Nontraditional Education; Potential Dropouts; State Action; *State Programs
IDENTIFIERS- *Iowa

Information on alternative education and programs for potential dropouts and dropouts in Iowa is compiled in this directory. Data were obtained from reports submitted to the Iowa Association of Alternative Education (IAAE) and from out-of-state sources. Following the introduction and information on the IAAE, 15 sections present information on the following: the cost of dropping out; the importance of early dropout identification; guidelines for serving at-risk persons; dropout needs assessment; House File 455, which establishes compulsory education requirements; Chapter 61 of the Iowa Code that provides dropout programs and support services; policies and practices related to student failure and dropping out; the current status of public secondary schools; student evaluation in alternative education programs; the National Dropout Prevention Center; the IAAE Directory of Alternative Schools; and school districts offering dropout prevention programs. (LMI)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; *Decentralization; *Educational Change; Elementary Secondary Education; Foreign Countries; *Organizational Change; Participative Decision Making; *School Based Management; School Organization; *School Restructuring
IDENTIFIERS- *Australia (Western Australia)

Issues raised by the devolution of decision-making to the school level in Western Australia are described in this paper. The first part provides a background of governance structures and school organization. Prior to 1980, Western Australia had the most centralized system of educational administration in Australia. The second part describes the agents of change: the Beazley Committee of Enquiry, corporate management, and the Minister of Education. Outcomes of the educational revolution are described in the third part; those outcomes include an increase in principals' out-of-school responsibilities, devolution of responsibility to the school level, development of unit curriculum, computerization, and a written agreement between teachers and the Education ministry. The fourth part examines administrative stresses: the rapid pace of change; lack of expertise and training; recent moves toward recentralization; and government/teachers' union disputes. The fifth part explores some possible solutions and speculates on the pace and direction of further change. In conclusion, devolution could be successful if administrators and their staffs are allowed time to make it work. (Contains 20 references.) (LMI)

schools--middle, intermediate, and junior high schools. Common standards shared by all states' projects include enhancing local school capacity for reform; implementing systematic, statewide reform; and addressing the needs of at-risk youth. Following the introduction, chapter 1 reviews program recommendations. Chapter 2 discusses the similarities among state programs at the beginning, intermediate, and advanced levels. The third chapter describes typical initiatives of MGSSPI projects in 6 areas. The program's major accomplishments are described in chapter 4: bringing attention to the state level; creating informed, unified advocacy; building state and local reform; and sustaining reforms despite austerity. Insights and challenges are presented in the final chapter--they concern ways to conserve time and energy; make progress; foster connections; and develop professional skills. The epilogue describes 15 state programs that were awarded continuation grants. Nine figures are included. Appendices contain information on MGSSPI technical assistance and oversight activities; state projects, goals, and objectives; and project directors. (LMI)

ED 351 791 EA 024 483

Cowan, Rick, Ed.
The Next Marketing Handbook for Independent Schools.
PUB DATE- 91
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- *Admission (School); Elementary Secondary Education; Enrollment; Higher Education; *Institutional Advancement; *Marketing; Private Education; *Private Schools; Publicity; Public Relations; Selective Admission; *Student Recruitment

Suggestions for marketing independent schools are presented in this handbook, which revolves around the basic marketing model of defining mission/strategy, using the "5 P's" (product/services, price, place, production/delivery, promotion) and monitoring. Chapters by 18 contributors offer information on the following topics: basic marketing theory, morality in marketing, using marketing research, face-to-face marketing, putting life into admission publications, managing institutional identity, public relations, targeting print advertising, audiovisual marketing, information systems and enrollment management, the roles of the trustee and teachers in marketing, working with a marketing consultant, multicultural marketing, and understanding the international market. Appendices contain summaries of extensive marketing research conducted by the National Association of Individual Schools (NAIS). (LMI) knowledge ranging from 40 to 80 percent. Positive attitude changes were also documented. The participating teachers also evaluated the inservice training very positively. Appendixes include the survey of teacher attitudes and knowledge, a survey of LD students' current level of modifications, sample mailbox handouts, and the inservice evaluation form. (Contains 100 references.) (DB)

ED 351 812   EC 301 623

Klingler, Susan S.
Improving Child/Caregiver Relationships of Prenatally Substance-Exposed Children Birth to Three with Early Intervention Techniques Facilitated by Infant Development Instructors.
PUB DATE- 16 Sep 92
NOTE- 141p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; Alcohol Abuse; Child Caregivers; Child Development; Child Rearing; *Congenital Impairments; Delivery Systems; Drug Abuse; *Early Intervention; Home Visits; Infants; *Parent Child Relationship; *Parent Education; *Prenatal Influences; Preschool Education; Referral; Services; Social Support Groups; *Substance Abuse; Toddlers
IDENTIFIERS- *Fetal Drug Exposure

This practicum focused on the improvement of parent/caregiver relationships with approximately 65 children (ages birth through age 3) prenatally exposed to drugs or alcohol. The project utilized six Infant Development Instructors and local health support services. The 8-month program implementation involved Infant Development Instructor training, dissemination of information regarding available services to caregivers, pre-assessment and post-assessment of child/caregiver involvement, and implementation of a caregiver support group. Results indicated increased access by caregivers to more services; observed improvement in 3 of 11 desirable behaviors; and substantial improvement in the amount, quality, and appropriateness of these behaviors. The Infant Development Instructors showed substantial improvement in attitude, and caregiver attendance at the two support group locations remained consistent throughout the 8-month period. Extensive appendices include documentation of increased numbers of substance-exposed infants; the attitude survey of Infant Development Instructors; the parent/caregiver questionnaire on local available services; suggestions for Infant Development Instructors' home visitations; an infant developmental intake checklist; a list of curriculum model programs; and an agency referral guide. (Contains 55 references.) (DB) parents observing a clinician implement an intervention program with their child. Parents of half the children remained in the room while the clinician implemented motor stimulation techniques, while parents of the other half were given detailed explicit instructions on carrying out the training objectives at home. Results of infant motor evaluations at ages 6, 12, 18, and 24 months found significant differences in favor of those whose parents underwent training by modelling rather than by direct instruction. A secondary finding was that subjects who began motor training earlier attained higher motor developmental quotients. (DB)

Tilakaratne, Sunanda
Spatial Expressions in Sinhala: Appearance of Verb Forms.
PUB DATE- 92
NOTE- 32p.; In: Linn, Mary Sarah, Ed. and Oliverio, Giulia, R. M., Ed. Kansas Working Papers in Linguistics, Volume 17, Numbers 1 and 2; see FL 020 603.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case (Grammar); Contrastive Linguistics; *English; *Prepositions; *Singhalese; *Structural Analysis (Linguistics); Uncommonly Taught Languages; *Verbs

Most studies that have been conducted on locative constructions in many languages show the relationship between the figure and the ground in terms of geometrical or topological terms. This report shows that in Sinhala the locative expressions answer not only the question "Where is the object X," but also indicate how the figure is oriented in relation to the ground. It is also shown that the verb forms appearing in Sinhala locative expressions are sensitive to the animate/inanimate distinction. The major goal of the study is to show how the equivalents of English spatial prepositional expressions are constructed in Sinhala and how they differ from expressions in English. It is concluded that spatial expressions in Sinhala show that what Sinhala speakers conceive and conceptualize are not only the relation of the spatial entity to the localizer, but also the states, events, and actions that are involved in originating those schematizations. (JL)

to the clause to which it is subordinated. The second part proposes that postposed adverbials serve two purposes: to preserve topic continuity and to convey information of primary importance, perhaps even conveying information that represents a turning point or complication of the story. A 20-item bibliography is included. (MSE)

ED 351 878 FL 020 756

Marshall, David F.
The Role of Language in the Dissolution of the Soviet Union.
PUB DATE- 92
NOTE- 38p.; In: Dooley, Robert A. and Marshall, David F., Eds. Work Papers of the Summer Institute of Linguistics, 1992, University of South Dakota Session, Volume 36; see FL 020 753.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Pluralism; Culture Conflict; Ethnic Groups; Ethnocentrism; Foreign Countries; Language Research; *Language Role; Linguistic Theory; *Multilingualism; *Nationalism; *Political Power; Politics; Power Structure; *Public Policy; Religion; Religious Cultural Groups; Social Change; World History
IDENTIFIERS- *USSR

A study examines the dynamics of cultural pluralism and language in the ethnic mobilization, and resulting dissolution, of the USSR. It first examines ethnic composition, dominant nationalities, language groups without separate nationalities, patterns of ethnic populations within nationalities, and the influence of this multiculturalism on language policy. A distinction is made between assimilation ("Russification") and appreciation of nationality and language rights combined with political loyalty to a supranational union ("Rossification"). These issues are examined: the relationship that evolved between the communist party and the national populist fronts; the long-standing conflict between the Russian imperial legacy and national identity; trends in national language preservation in the context of the Soviet educational system, including bilingual education and resistance to Russian-medium instruction; unanticipated effects of mass politicization on national loyalties; conflict between official lack of religion and national religious traditions; the role of military training and indoctrination in national resistance; and dissonance between centralized economic planning and national interest in environmental protection. The role of official language policy in the process of national/ethnic mobilization is discussed. Officially sanctioned Russian ethnocentrism is blamed for Soviet dissolution and intensified ethnic conflict. A 75-item bibliography is included. (MSE)

Power; *School Statistics; State Surveys; Student Attrition;
*Transfer Students; Trend Analysis
IDENTIFIERS- *State University of New York

This publication summarizes the responses of the State University of New York constituent institutions to the 1991 Attrition/Retention Survey (91-10) administered by the Central Office of Institutional Research. It includes racial/ethnic detail and partial history of later cohorts as of fall 1991 along with trends in attrition and retention of full-time, first-time students, in baccalaureate and associate degree programs, classes of fall 1977 through fall 1991. The report is organized into four parts. Part 1 provides attrition, retention, and graduation information for the following students enrolled in a SUNY Baccalaureate Degree Program: full-time, first-time students entering in fall 1985 through fall 1990; full-time, first-time students entering in fall 1985 by race and ethnicity; full-time, first-time opportunity students entering in fall 1985 by race/ethnicity; full-time, transfer students on entering in fall 1985 through fall 1990; and full-time, upper and lower division transfer entering in fall 1985 by race/ethnicity. Part 2 contains similar information for students enrolled in a SUNY Associate Degree Program. Part 3 includes baccalaureate trend data for the State University of New York institutions as of the fall 1991 semester for full-time, first-time students, classes of fall 1977 through fall 1990. Part 4 provides associate trend information for full-time, first-time students, classes of fall 1977 through fall 1991. All tables include headcount and percentage data from a SUNY system perspective, by institutional type and by campus. (GLR)

training materials and resources, a sexual harassment committee support counselor manual, information on the contributors, and an index. Individual papers offer extensive references. (JB)

ED 351 918   HE 025 975

Thompson, Dennis L., Ed.
Moral Values and Higher Education: A Notion at Risk.
PUB DATE- 91
NOTE- 179p.; Published by Brigham Young University.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Role; Colleges; Educational Philosophy; Ethical Instruction; Futures (of Society); *Higher Education; Moral Issues; *Moral Values; *Role of Education; Sociocultural Patterns; *Values Education

This volume offers ten essays by a diverse group of thinkers and scholars on the university's role in teaching moral behavior and performing moral duty. An introduction by the volume's editor, Dennis L. Thompson, opens the book by noting the period of moral confusion society is in and calling for higher education institutions to take a clearer leadership role in teaching and living moral values. The essays are as follows: (1) "Moral Values in Higher Education" by Abraham Kaplan; (2) "The Role of a Western University in Forming a Social Morality" by James H. Billington; (3) "Human Awareness and Moral Values in Higher Education" by Ivana Markova; (4) "Education and Social Morality" by Bruce C. Hafen; (5) "Walking A Certain Fine Line" by Robert Coles; (6) "On the Moral Responsibilities of Universities" by Noel B. Reynolds; (7) "History, Morality, and the Modern University" by Warren Bryan Martin; (8) "Can the Humanities Still Humanize Higher Education?" by James T. Laney; (9) "Moral Values and Higher Education" by Jeffrey R. Holland; and (10) "The Moral Responsibilities of Universities" by Terrance Sandalow. An index is included. Each essay is accompanied by references. (JB)

ED 351 919 HE 025 976

Ordovensky, Pat; Thornton, Robert
Opening College Doors: How To Make the Admissions Process Work for You.
PUB DATE- 92
NOTE- 324p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Admission Criteria; Admissions Counseling; Admissions Officers; *College Admission; *College Applicants; College Choice; College Entrance Examinations; College Freshmen; *Colleges; Early Admission; Higher Education; *Institutional Characteristics; *Selective Admission

This book offers detailed information on college admissions designed to demystify the process for student applicants. Part I opens by arguing that the college admissions process is a mystery to many applicants because in large part admissions officers would prefer to have it that way in order to retain greater control. Other chapters in this section cover many aspects of the process often from the admissions officer's point of view including: ranking colleges, the factors that influence the acceptance or rejection of an application (sample applications for readers to see and evaluate are included), different rules for certain categories of student, the wait-listing strategy, real life dialogue by admissions officers from two universities evaluating applications, and advice from students who made it through the process. Part II contains profiles of 150 selected colleges which include enrollment information, freshman class demographics, freshman class test scores, geographic distribution of students, other schools to which most students apply, costs and financial aid, retention rates, popular degrees, post-graduate destinations, and faculty information as well as self-evaluation information provided by the institutions themselves. Three appendixes contain an application timetable, an admission office phone directory, and an applicant rating sheet. (JB)

ED 351 920 HE 025 978

Kapraun, E. Daniel
Assessing the Impact of an Academic Counselor Training Program: The Development of Faculty One Step Beyond the Role of Advisor.
PUB DATE- Nov 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Advising; College Faculty; College Freshmen; *Counselor Training; *Educational Counseling; *Faculty Advisers; Higher Education; Program Descriptions; Program Evaluation; *Skill Development; Student College Relationship; *Teacher Education Programs; Training Objectives

This paper describes a model in-service training program for assisting faculty members in functioning as academic counselors (as differentiated from their traditional role as academic advisors) during a pre-enrollment freshman counseling and advising program: the first stage of academic advisement. A

ED 351 938 HE 025 999

Status of Diversity in Colorado Public Higher Education, 1986-1990.
PUB DATE- Jan 92
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; American Indians; Asian Americans; Blacks; College Applicants; College Faculty; Degrees (Academic); Educational Trends; Employment Patterns; Enrollment; Higher Education; Hispanic Americans; *Minority Groups; *Postsecondary Education; Public Colleges; Whites
IDENTIFIERS- *Colorado; Diversity (Faculty); *Diversity (Student)

This report provides descriptive information on ethnic diversity in enrollment, degrees granted, undergraduate applicants, and employment in Colorado public institutions of postsecondary education for the years 1986 to 1990. Most of the report was compiled from information provided by institutions through a Student Unit-Record Data System. Ethnic definitions conform to federal categories: unknown, Non-Resident Alien, Black, Native American, Asian, Hispanic, and White. Highlights of the findings include the following: (1) minority enrollment increased from 10.8 percent in 1986 to 13.6 percent in 1990; (2) minorities comprised 14.5 percent of undergraduate students in 1990; (3) between 1986 and 1990 minorities were under-represented in degree attainment compared to enrollment; (4) between 1986 and 1990 the proportion of minority applications to public institutions increased from 12 percent to 15 percent; (5) non-resident aliens and Blacks had the lowest acceptance rate while Hispanics and Asians had the highest acceptance rate; (6) ethnic minorities increased their statewide representation in higher education employment from 15.2 to 16.1 percent; and (7) the job category that employed the most minorities was service/maintenance. Attachments include further information on terms and definitions, fall headcount enrollment, degrees conferred, undergraduate applicants and full-time employees. The textual analysis is supported with 28 tables and 25 figures. (JB)

ED 351 939 HE 026 000

Report to the General Assembly on Academic Accountability at Colorado Public Colleges and Universities.
PUB DATE- Feb 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Basic Skills; College Outcomes Assessment; Degrees (Academic); Educational Assessment; Educational Policy; *Educational Quality; Higher Education; *Institutional Evaluation; Minority Groups; Program Implementation; School Holding Power; Self Evaluation (Groups); State Agencies; *State Colleges; State Departments of Education; State Legislation; State Standards; *State Universities; Statewide Planning; Teacher Education
IDENTIFIERS- *Colorado

This paper reports on the Colorado Commission on Higher Education (CCHE) and their progress in implementing their goals as set by the state legislature which concern efforts to assess students

ED 351 958 HE 026 021

Korb, Roslyn
Postsecondary Education Facilities Inventory and Classification Manual.
PUB DATE- Nov 92
NOTE- 149p.; Prepared by the Working Group on Postsecondary Physical Facilities. Supersedes ED 071 642.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- Architectural Character; Building Plans; Classification; Coding; *College Buildings; Documentation; *Educational Facilities; *Facility Inventory; Guidelines; Higher Education; *Property Accounting; Recordkeeping; *Space Classification; Standards

This publication is intended to supersede the Higher Education and Facilities Inventory and Classification Manual (FICM) first published in December 1972. Like the earlier manual, this revised and updated version provides a common framework and coding structure to be used in collecting and reporting inventory data on college and university "buildings" and on the spaces within these structures, primarily "rooms." Following an introductory chapter, Chapter 2 of the manual discusses basic concepts and definitions recommended by the manual. Chapter 3 provides guidance for starting such a system, particularly for institutions not yet engaged in this type of reporting and analysis. Chapter 4 integrates the primary concepts related to building definitions, measurements, and data elements. Chapter 5 contains the materials relevant to room use definitions, including the extensive room use coding structure. Chapter 6 provides a list of commonly asked questions and answers arising from the use of the manual. Nine appendices provide greater detail on the coding structures, discuss optional data elements related to architectural features and room suitability, the use of such data for inter-institutional data exchange and reporting; and provide crosswalks and overviews of coding changes contained in this revised manual. Provided also is a glossary that serves as an index for locating references in the manual that define basic inventory terms and components. (GLR)

ED 351 959 HE 026 022

Intercollegiate Athletics. Compensation Varies for Selected Personnel in Athletic Departments. Report to the Chairwoman, Subcommittee on Commerce, Consumer Protection, and Competitiveness, Committee on Energy and Commerce, House of Representatives.
PUB DATE- Aug 92
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Athletic Coaches; Black Colleges; Budgets; *College Athletics; College Faculty; Comparative Analysis; Compensation (Remuneration); Data Collection; Ethnic Groups; Extracurricular Activities; Females; Higher Education; *Income; Intercollegiate Cooperation; Males; National Surveys; *Operating Expenses; Professional Personnel; Research Methodology; *Teacher Salaries
IDENTIFIERS- *National Collegiate Athletic Association

This report responds to a congressional request for information on the following selected issues involving intercollegiate

ED 351 977 HE 026 043

Kimball, Bruce A.
The "True Professional Ideal" in America: A History.
PUB DATE- 92
NOTE- 429p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- Colonial History (United States); Higher Education; Lawyers; Professional Education; *Professional Occupations; Professional Recognition; Professional Services; Religion; Service Occupations; Standards; Teaching (Occupation); *United States History
IDENTIFIERS- Professional Activities; Professional Behavior; Professional Ethics; *Professionalism; *Professional Role

This book explains the episodic changes in the meaning of "profession" and its cognates in the United States from 1600 to the present. An introduction states the book's central theses, that the meaning of the word "profession" has changed episodically in American history, that these changes in meaning were directly informed by the nature of the preeminent vocation to which the term conventionally referred at the time, and that the conventional meaning of the term reflexively informed the nature of that preeminent vocation. Following the introduction, three more sections describe the history of the meaning of profession under the following titles: "1600-1760s: Theology and the Profession of Service"; "1720s-1870s: Law and the Professional Polity"; "1860s-1910s: Science and Education: 'Professor' becomes 'Professional'". The conclusion argues that out of the history of the meaning of professional the true professional ideal emerges by the beginning of the 20th century. In that context a profession is a dignified occupation espousing an ethic of service, organized into an association, and practicing functional science. Included are three appendixes, an index of cases cited, an index of authors and sources, and an index of subjects. Each section offers extensive references. (JB)

ED 351 978 HE 026 045

Investing in the American Future: College Attendance, Costs, and Benefits.
PUB DATE- 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *College Students; *Educational Finance; *Enrollment Trends; Federal Programs; Futures (of Society); *Higher Education; Loan Repayment; Minority Groups; *Paying for College; Student Attitudes; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- Pell Grant Program

In order to encourage efforts to improve access to postsecondary education, this booklet offers data on students, enrollments, and financial aid. A highlights section opens the booklet. A section on the college student describes six actual students and discusses the diversity of the current student body in terms of race/ethnicity, gender, age, disabilities, persistence, fields of study, and character and traditions. A

ED 351 996 IR 015 824

Nichols, Todd; Frazer, Linda H.
Large-Scale Campus Computer Technology Implementation: Lessons from the First Year.
PUB DATE- Jan 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Educational Improvement; Educational Technology; Elementary Education; *Formative Evaluation; High Achievement; High Risk Students; Local Area Networks; Low Achievement; *Microcomputers; *Program Implementation
IDENTIFIERS- Austin Independent School District TX; Integrated Learning Systems; *Project A Plus Elemen Techn Demonstration Schools

The purpose of the Elementary Technology Demonstration Schools (ETDS) Project, funded by IBM and Apple, Inc., was to demonstrate the effectiveness of technology in accelerating the learning of low achieving at-risk students and enhancing the education of high achieving students. The paper begins by giving background information on the district, the schools involved in the project, and the ETDS project. It is noted that the four participating elementary schools received microcomputers for teachers, students, and laboratories from IBM (three schools) and Apple, Inc. (1 school); the laboratories at all four schools were networked through a file server into an integrated learning system; and all schools had both instructional and tools software. The paper then presents the lessons learned during the first year of implementation of the project as identified in interviews with the school principals. The lessons are presented as issues schools need to consider when implementing a computer technology program: (1) training of teachers should occur when equipment is installed and operable; (2) time goals for computer use should be set by each school for individual grade levels and subjects to conform to specific needs and goals; (3) establishing a computer continuum that delineates specific computer skills students should acquire in each grade facilitates meeting specific school needs; (4) computers can be used to help meet specific school objectives more effectively; and (5) the shift in instructional methods demands considerable time and effort from teachers and staff. Four tables provide additional details of the project, and two attachments contain data on the ETDS schools membership and ethnicity and a copy of the Galindo Elementary School Computer Continuum. (Contains 43 references.) (ALF)

ED 351 997 IR 015 825

Wells, Rosalie
Computer-Mediated Communication for Distance Education: An International Review of Design, Teaching, and Institutional Issues. ACSDE Research Monograph Number 6.
PUB DATE- 92
NOTE- 80p.
LANGUAGE- English

ED 352 014 IR 015 844

Technology Expands in New York State Schools.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Computer Uses in Education; Educational Technology; *Educational Trends; Elementary Secondary Education; *Microcomputers; Private Schools; Public Schools; *School Surveys; State Boards of Education; State School District Relationship; State Surveys
IDENTIFIERS- *New York

The results of two statewide surveys, the fall 1989 Basic Educational Data System (BEDS) survey and surveys of school district use of the services at the Board of Cooperative Educational Services (BOCES) Regional Information and Computer Centers, dramatically underscore the continued expansion and use of technology for instructional and management applications in New York State's school districts. Results from these surveys indicate that: the total number of microcomputers in public and nonpublic schools increased by 15,817 from fall 1988 to fall 1989 with most of the growth occurring in public schools; 56% of microcomputers in the schools are the Apple II series; there is a growing trend in the networking of computers through file servers and the use of tool applications and CD-ROM disks; 4,405 of the computers in the schools are equipped with adaptive devices which are necessary to increase the access of students with handicapping conditions; there are 454 schools using the State Education Department's Technology Network Ties (TNT) System; 1,969,720 students and 84,119 teachers regularly use microcomputers for instructional purposes; video hardware, programming and production are used as well as microcomputers to support the teaching/learning environment; access to public television and cable television has increased in the schools; 527 schools are involved in distance learning activities; and 562 school districts currently use at least one student or financial management service provided by BOCES. (ALF)

ED 352 015 IR 015 848

Tella, Seppo
Talking Shop via E-Mail: A Thematic and Linguistic Analysis of Electronic Mail Communication. Research Report 99.
PUB DATE- 92
NOTE- 316p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication (Thought Transfer); Computer Assisted Instruction; Computer Networks; Developed Nations; *Electronic Mail; *English (Second Language); Ethnography; Foreign Countries; Global Approach; Language Research; Language Usage; Secondary Education; Second Language Instruction; Second Language Learning; Telecommunications; *Teleconferencing; *Writing Difficulties; Writing Research
IDENTIFIERS- *Computer Mediated Communication; Finland; Great Britain; United States

The linguistic purposes of this research were to focus on content, themes and topics, and to analyze the way the target language (English) was used in e-mail. Communicativeness and

ED 352 034 IR 054 256

Bruce, Elaine; Hamalian, Arpi
Bibliographic Control of Education Materials in Canada.
PUB DATE- Apr 92
NOTE- 23p.; Paper prepared for the National Conference on Canadian Bibliography: Achievements, Challenges and Opportunities (3rd, Charlottetown, Prince Edward Island, Canada, May 31-June 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; *Bibliographic Databases; *Bibliographies; *Cataloging; Education; Foreign Countries; *Government Publications; Guidelines; *Indexes; Information Sources; Interviews; Longitudinal Studies; Research Needs; Technological Advancement
IDENTIFIERS- *Canada; *Educational Information; Ontario; Quebec

This exploration of the state of Canadian bibliography in the area of education builds on a paper on the same topic that was delivered at the First National Conference on the State of Canadian Bibliography in 1974, and reviews recommendations made at that time. Information was gathered from key informants, including practitioners and producers of commercial databases. The paper covers four topic areas: (1) progress in Canadian subject bibliography in education, including the impacts of technology on format and content, areas needing research, and suggestions for improving the quality of the education databases; (2) the current state of bibliographic resources in education, including key Canadian bibliographic tools; (3) a review of three 1974 recommendations for educational bibliography and actions taken on these recommendations; and (4) 10 new recommendations that respond to changes in the field. The review of bibliographic tools includes Canadiana and Canadian Education Index (CEI), both of which are available online and in paper copy; ONTERIS, a database that serves as a clearinghouse for a high percentage of educational documents produced in Ontario by education professionals; EDUQ, which is one of Quebec's major bibliographic tools in education; emerging databases that offer bibliographic control of specialized areas within education; bibliographic publications available in paper format; a description of bibliographic control of audiovisual materials; and the state of bibliographic control of government publications. A list of individuals consulted in preparing the paper concludes the report. (Contains 32 references.) (KRN)

ED 352 035 IR 054 257

Libraries, Users and Copyright: Proprietary Rights and Wrongs.
PUB DATE- 92
NOTE- 89p.; For the two preceding issues, see ED 346 880 and ED 346 857.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Audiovisual Aids; *Court Litigation; Databases; Facsimile Transmission; *Fair Use (Copyrights); Federal Legislation; International Law; *Legal Responsibility; *Library Role; Preservation; Public Policy; Reference Services; *Reprography; *Users (Information)

ED 352 052 IR 054 292

Larsen, Sandra
The Acquisition and Accessibility of Monographic Series in Ohio.
PUB DATE- Aug 92
NOTE- 49p.; Master of Library Science Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Cataloging; Coding; Definitions; *Library Acquisition; *Library Collection Development; *Library Material Selection; *Policy; Public Libraries; Publishing Industry; Serials
IDENTIFIERS- Library of Congress; *Monographs; Ohio; Shelving Practices

The purpose of this project was to determine if publishers, by numbering a monographic series, facilitate the acquisition or retrieval of individual monographs. Treatment of monographic series has been erratic for several reasons: (1) changing cataloging codes; (b) inconsistency by the Library of Congress in regard to series added entries and analysis; and (3) inconsistency by publishers in numbering and designating series. Because changing cataloging codes have arguably had the greatest impact on the manner in which librarians treat monographic series, the first part of this paper traces the evolution of national cataloging codes and policies directly related to monographic series. The second section discusses the results of a survey of collection development librarians from Ohio academic and public libraries which addressed the topic from the collection development point of view. Librarians at 24 libraries--4 each from small, medium, and large academic libraries and small, medium, and large public libraries--received a mailed survey; 16 responses were received. The results of the survey confirm what the literature on monographic series stresses: there is a lack of agreement by librarians on the definitions of "serial" and "monographic series." It also appears that numbering monographic series does not greatly enhance the possibility that the series will be placed on standing order, but that it does increase the likelihood that the individual monographs will be fully cataloged and more accessible to patrons. Copies of the questionnaire sent to librarians and the cover letter are appended. (Contains 32 references.) (Author/KRN)

ED 352 053 IR 054 293

Altman, Ellen; Promis, Patricia
Affirmative Action: Opportunity or Obstacle.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- Sep 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Administrator Qualifications; *Administrator Selection; *Affirmative Action; Equal Opportunities (Jobs); *Ethnic Distribution; Higher Education; Library Personnel; *Minority Groups; Recruitment; Salaries; *Sex Discrimination; Sex Fairness

Data about managerial positions and applicants were collected in

ED 352 071   JC 920 534

Fillmore, Emery
Community College Program Development and Evaluation Model for Student Services.
PUB DATE- 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; Community Colleges; Counselor Role; *Educational Counseling; Guides; Models; Needs Assessment; *Program Development; *Program Evaluation; *Program Improvement; School Counselors; Self Evaluation (Groups); Student Needs; *Student Personnel Services; Surveys; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California Community Colleges

Each semester in the 136 state-supported community colleges in California, counselors are involved in developing, maintaining, and/or revising hundreds of programs that may or may not result in helping students move efficiently through the system. Developed as a resource for administrators and counselors charged with improving community college counseling programs, this guide provides two program development models. Following a brief introduction and an overview of the concepts involved, materials related to the Goals/Objectives-Based Model are presented, including a narrative description and outline of the model; a program development wheel; sample guidance program outcomes; sample goals and objectives, selected student outcomes, and baseline outcomes for the outreach-assessment-admissions domain, and the educational-career domain; sample goals and objectives, and selected student outcomes for the personal-social domain; and sample goals for the consultive management domain. Next, materials related to the objective-free program development model are presented, including a narrative description and outline of the model; a program development wheel; a sample goals and evaluation format; a sample counseling delivery system; and a sample program-based needs assessment survey of educational/career and student-centered needs. The guide concludes with a summation of the results expected from the models' implementation; a glossary of terms; and outreach and early decision program development worksheets. (MAB)

ED 352 072   JC 920 537

Lovin, Barbara Keelor
Emergency Medical Science (T-139). Curriculum Models, Guidelines, and Outcome-Competencies.
PUB DATE- 91
NOTE- 629p.; Produced by Program Development Services. Project Coordinator: Elizabeth I. Jones.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Allied Health Occupations Education; Community Colleges; Course Content; Course

ED 352 088 JC 930 008

Kapraun, E. Daniel; Heard, Don A.
Assessing the Financial and Institutional Concerns of Arkansas Community and Technical Colleges: A Model Approach.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Budgets; *Community Colleges; Comparative Analysis; *Educational Finance; Enrollment Trends; Financial Exigency; *Financial Problems; Government School Relationship; Institutional Characteristics; Part Time Faculty; *Resource Allocation; Staff Development; State Aid; State Surveys; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Arkansas

In an effort to determine the extent to which Arkansas community and technical colleges have been affected by budgetary restraints, changing enrollments, unstable state support, and other problematic factors during academic years 1989-90 through 1991-92, a survey was administered to all 9 community colleges and 10 technical colleges. Survey results, based on responses from 56% of the community colleges and 100% of the technical colleges, included the following: (1) the mean full-time equivalent enrollment for the 3-year period under study increased by 62% for the technical colleges, from 226 students in 1989-90 to 364 students in 1991-92; (2) while average community college budgets increased by 33.7% and technical college by 30%, these increases have not been sufficient to meet the demands of increased enrollments; (3) 80% of the community colleges and 90% of the technical colleges increased tuition during the period; (4) between 80% and 100% of the institutions reported deferring expenditures for maintenance, purchases of equipment, and new construction; (5) all institutions reported involvement in contract training as an institutional advancement activity; (6) 80% of the community college respondents indicated that Arkansas's current financial allocation methods were unreasonable and/or unfair; and (7) technical colleges expressed a greater desire than community colleges to participate in staff development programs. A literature review, a review of study implications for practice, data tables and graphs, and 14 references are included. (PAA)

ED 352 089 JC 930 010

Boos, Roger T.; And Others
LCCC 2000: A Strategic Vision for Lehigh County Community College.
PUB DATE- 92
NOTE- 114p.; Title page subtitle reads: A Strategic Vision To Guide Our College into the 21st Century.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Environment; *College Planning; College Role; Community Colleges; Educational Trends; Enrollment Trends; Institutional Mission; *Long Range Planning; Needs Assessment; Organizational Development; *Organizational Objectives; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Lehigh County Community College PA

Designed for use by trustees, faculty, and staff at Lehigh County Community College (LCCC) in Schnecksville, Pennsylvania, as the

ED 352 105   JC 930 036

Livieratos, Barbara B.; Frank, Jean M.
Alternative Learning Modes: Spring '92 Telecourse & Weekend College Enrollees. Howard Community College Office of Planning and Evaluation Research Report Number 79, October 1992.
PUB DATE- Oct 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; Community Colleges; Continuing Education; *Distance Education; Educational Innovation; Experimental Curriculum; Instructional Innovation; *Nontraditional Education; Participant Satisfaction; Part Time Students; *Program Evaluation; Tables (Data); *Telecourses; Two Year Colleges; Two Year College Students; *Weekend Programs
IDENTIFIERS- Howard Community College MD

Howard Community College (HCC), in Maryland, surveyed telecourses and Weekend College (WC) students to collect information on their characteristics and satisfaction. Surveys were conducted for each set of students, obtaining a 34% response rate (n=109) among telecourse students and a 47% response rate (n=75) among weekend students. Results of the surveys include: (1) 1992 spring telecourse enrollment was up 15% over the previous spring, comprising 7% of all spring credit enrollees; (2) females made up fully 80% of telecourse respondents; (3) 58% of the respondents worked full time and 22% part time, and 8% considered themselves full-time homemakers; (4) over half (59%) of the telecourse respondents were new to the program; (5) 85% responded that they would take another telecourse; (6) over half (55%) of the telecourse respondents were planning to transfer to a four-year institution; (7) 94% of the respondents received information about telecourses from the class schedule; (8) the sex and age groups of WC students were similar to the overall statistics for all HCC students; (9) more than three-fourths (77%) of the WC students were employed full time; (10) nearly half (47%) of the WC students had earned a postsecondary degree, three-fourths had taken courses at HCC before, and 48% had prior WC experience; (11) 64% of the WC respondents were applying their credits toward a degree; (12) 88% of the WC students preferred the 10-week course format over the 5-week format; and (13) 90% said that they would take another weekend course. Extensive data tables are included. (MAB)

ED 352 106   JC 930 037

Boughan, Karl
Employee Perceptions of the Racial Climate at Prince George's Community College, Spring 1992.
PUB DATE- Dec 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Employee Attitudes; Ethnic Groups; *Ethnic Relations; *Minority Groups; *Racial Attitudes; *Racial Relations; Student Attitudes; Tables (Data); Teacher Attitudes; Teacher Student Relationship; Two Year Colleges
IDENTIFIERS- *Prince Georges Community College MD

The 1990 U.S. Census's discovery that Prince George's County in

ED 352 124 PS 020 859

Wunderlich, Theresia
Kindergartens Open Kindergartens: A Community-Center for Parents and Other Adults in the Neighbourhood.
PUB DATE- Aug 92
NOTE- 8p.; Paper presented at the World Congress of the Organisation Mondiale pour l'Education Prescholaire, World Organization for Early Childhood Education (20th, Flagstaff, AZ, August 2-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Centers; *Day Care; Early Childhood Education; *Family School Relationship; Foreign Countries; *Kindergarten; Parent Education; *Parent Participation; Supply and Demand; Young Children
IDENTIFIERS- Caregiver Child Ratio; *Germany

The problems encountered in kindergarten in the eastern and western parts of the reunited Germany differ enormously. In the east, kindergartens and day care facilities are being closed for economic reasons; in the west, there is a lack of kindergartens and care facilities. There is a great deal of public interest in, and political controversy about, child care. Parents are calling for more child care facilities and higher standards of care. Parental involvement in the education of kindergarten children is common and was addressed in laws passed in the 1970s. Parent education programs are commonly conducted by kindergartens. Recent surveys have indicated that parents would like kindergartens to serve as centers where they can receive support from, and interact with, other parents. The Children and Youth Welfare Act calls for kindergartens to support and advise parents, and to assist in the creation of adequate living conditions for parents and children through such activities as advocating for families. A present problem is the insufficient number of kindergarten teachers. German kindergartens strive to play a role in their community by improving their services and looking for new ways to meet the needs of families. (BC)

ED 352 125 PS 020 875

Simmons, Judy
Substance Use Prevention Project.
SPONS. AGENCY- Hillsborough County Children's Board, Tampa, FL.
PUB DATE- Jun 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alcohol Education; Curriculum Evaluation; Curriculum Research; *Drug Education; High Risk Students; Parent Attitudes; Parents; *Preschool Curriculum; Preschool Education; Preschool Teachers; *Prevention; Questionnaires; *Self Concept; Substance Abuse; Teacher Aides; Teacher Attitudes; Young Children
IDENTIFIERS- *Florida (Hillsborough County); *Project Head Start

This report outlines the Hillsborough County, Florida, Head Start Program's project to field test with young children and their families curricula that were designed to prevent alcohol and

ED 352 144 PS 020 920

Delaney, Lara; Finger, John A.
Family Support Programs and Family Literacy: Overview of Family Support Programs.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 91
NOTE- 5p.; For related documents, see PS 020 919-923.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Community Services; Early Childhood Education; *Educationally Disadvantaged; *Family Programs; Intergenerational Programs; *Literacy Education; Models; *Parent Education; *Parents as Teachers; Program Descriptions; Young Children
IDENTIFIERS- *Family Literacy; *Family Support

This fact sheet begins with an overview of family support programs, which includes a discussion of the premises of family support programs and the assumptions on which they are based, and a list of typical program components. The remainder of the fact sheet focuses on one type of family support program, family literacy programs. These programs seek to improve the literacy of the educationally disadvantaged family through efforts based in the home, center, school, library, or workplace. Family literacy programs are intended to serve the needs and concerns of the family as a unit; contain an educational component which formally or informally affects the child's literacy or development; contain an educational component for the adult; include at least one activity emphasizing the exchange of information between parent and child; and are based on community needs and participant recommendations. Most programs have components with child- and parent-specific goals, but the feature which distinguishes family literacy programs from other literacy programs is their provision for joint adult and child activities, such as side-by-side reading, modeling of child development practices, and field trips. Brief descriptions of five model literacy programs (the Kenan Trust Family Literacy Model, Linking Home and School Through Workplace, Waterville Even Start, the American Library Association's Beginning with Books program, and Head Start's Parents' Reading Project) and five resource organizations are provided. (AC)

ED 352 145 PS 020 921

Family Support Programs and School-Linked Services: Overview of Family Support Programs.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 91
NOTE- 5p.; For related documents, see PS 020 919-923.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Child Welfare; Community Services; *Comprehensive Programs; Early Childhood Education; *Early Intervention; Elementary Secondary Education; *Family Programs; Models; *Parent Education; Preschool Children; Program Descriptions; *Social Services; *State Programs

ED 352 162 PS 020 953

Provence, Sally, Ed.; And Others
The Zero to Three Child Care Anthology 1984-1992.
PUB DATE- 92
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Anthologies; *Child Caregivers; Child Development; Child Development Centers; *Day Care; Delinquency; Early Intervention; Educational Practices; *Family Programs; Heterogeneous Grouping; Individual Needs; *Infants; *Interpersonal Relationship; Preschool Education; Student Placement; *Toddlers
IDENTIFIERS- Zero to Three

This anthology contains 19 articles selected from the "Zero To Three Bulletin" from 1984 through the spring of 1992 and organized into five sections. The section on relationships in infant/toddler child care includes: "Infants in Day Care: Reflections on Experiences, Expectations, and Relationships," by J. H. Pawl; and "Choosing Child Care for Infants and Toddlers: Look First at the Caregiver," by S. Provence. Articles on applying principles to practice include: "Caring for Infants with Respect: The RIE Approach," by M. Gerber; "Mainstreamed, Mixed-Age Groups of Infants and Toddlers at the Bank Street Family Center," by N. Balaban; "The Center for Infants and Parents at Teachers College, Columbia University: A Setting for Study and Support," by A. Axtmann; and "Therapeutic Childcare at Merrywood School," by M. Siegel. The section on child care for infants and toddlers with special needs includes: "'The Sooner the Better Project': Involving Parents and Day Care Staff in the Identification and Treatment of Developmental Delays and Disturbances in Infants and Toddlers," by R. Clark and M. J. Oltmans; "Models of Integration through Early Intervention/Child Care Collaborations," by M. B. Bruder, P. Deiner, and S. Sachs; and "Social Development and Integration: Facilitating the Prosocial Development of Typical and Exceptional Infants and Toddlers in Group Settings," by D. Wittmer and S. Petersen. Articles on supports for child care programs and providers include: (1) "Attending to the Emotional Well-Being of Children, Families, and Caregivers: Contributions of Infant Mental Health Specialists to Child Care," by K. Johnston and others; (2) "Whole Babies, Parents, and Pieces of Funds: Creating Comprehensive Programs for Infants and Toddlers," by P. D. Pizzo; (3) "The Developmentally Designed Group Care Setting: A Supportive Environment for Infants, Toddlers and Caregivers," by L. Torelli; (4) "Shared Reading in Daycare: Successes and Challenges," by G. J. Whitehurst and J. E. Fischel; and (5) "Managing Growth at Child Care Solutions," by R. A. Foote. The section on research in infant/toddler child care includes: "More Pride, Less Delinquency: Findings from the Ten-Year Follow-Up Study of the Syracuse University Family Development Research Program," by J. R. Lally and others; "Model Versus Modal Child Care for Children from Low-Income Families," by D. S. Wittmer; "Infant Day Care: A Cause for Concern?" by J. Belsky; "Responses to 'Infant Day Care: A Cause for Concern?'" (responses by eight authors); and "Infants, Families and Child Care: Toward a Research Agenda," a report from a meeting of infant day care researchers. (SLD)

ED 352 163 PS 020 954

ED 352 179 PS 020 976

Schermer, Douglas G.
An Outcomes Based Evaluation of the Sustaining Effects of Chapter 1 Participation Using Measures of Regular Education Performance in Grades Kindergarten through Five.
PUB DATE- May 91
NOTE- 171p.; Requirements for the Education Specialist degree, Western Illinois University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; Attendance; *Demography; Elementary Education; *Elementary School Students; Grade Point Average; Intelligence Quotient; Longitudinal Studies; *Outcomes of Education; *Program Effectiveness; Reading Achievement; Special Education; Student Attitudes; *Student Improvement; Student Motivation; Student Placement
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This study examined the effects of participation in Chapter 1 programs on students' educational outcomes. A total of 52 students at an elementary school in Maquoketa, Iowa, were divided into a primary group of students who participated in a Chapter 1 program during grades 1 or 2; an intermediate group of students who participated in a Chapter 1 program during grades 3, 4, or 5; and a nonparticipant group. Several educational outcomes were assessed from kindergarten through grade 5. The relationships between several demographic variables and students' participation in Chapter 1 programs were determined. The following results are reported: (1) the intermediate group exhibited lower IQ scores than the primary and nonparticipant groups; (2) the intermediate group scored lower than the primary and nonparticipant groups on measures of reading proficiency; (3) primary and intermediate group children were assigned to classroom reading groups of an average or below average level; (4) intermediate group children had lower grade point averages in science and social studies in grades 4 and 5 than nonparticipating children; and (5) the intermediate group received lower teacher ratings of work habits than the primary and nonparticipant groups. It is concluded that Chapter 1 participation has a sustained effect on students' educational outcomes. A 29-item reference list is provided. Copies of student progress reports are appended. (BC)

ED 352 180 PS 020 977

Nye, Barbara A.; And Others
Project Challenge Preliminary Report: An Initial Evaluation of the Tennessee Department of Education "At Risk" Student/Teacher Ratio Reduction Project in Seventeen Counties.
PUB DATE- 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Class Size; *High Risk Students; Primary Education; Program Evaluation; Rural Schools; *Teacher Student Ratio
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Project Challenge TN; *Tennessee

As an initial attempt to document the influence of class size reduction on overall student achievement, this report evaluates

ED 352 199 PS 021 019

Protecting Children in Day Care: Building a National Background Check System. Hearing before the Committee on the Judiciary, United States Senate, One Hundred Second Congress, First Session on the National Child Protection Act of 1991.
PUB DATE- 12 Nov 91
NOTE- 181p.; Serial No. J-102-44
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Abuse; *Child Advocacy; *Child Caregivers; *Day Care; Early Childhood Education; Hearings; *Sexual Abuse
IDENTIFIERS- *Child Protection; Congress 102nd; Criminal Records; *Employee Background Checks; Proposed Legislation; Winfrey (Oprah)

In his opening statement at this hearing, committee chairman Senator Joseph Biden mentioned the National Child Protection Act of 1991; praised Oprah Winfrey's efforts to support programs and legislation to prevent sexual abuse of children; presented data on the incidence of sexual abuse of children in the home and in day care centers; and discussed the implementation of a national system of conducting background checks on individuals who apply for employment in child care occupations. Eight other senators who were members of the committee presented statements. Oprah Winfrey presented a statement in which she discussed the implementation of a background check system, explained how children who are sexual abuse victims often blame themselves for their abuse, and described the experiences of sexually abused children as they mature. Five other individuals offered verbal and prepared statements on the implementation of the background check system, presented data on child sexual abuse, and commented on issues related to the sexual abuse of children. (BC)

ED 352 200 PS 021 020

Little Beginnings: Starting Your Child on a Lifetime of Learning. The First Five Years.
PUB DATE- Oct 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; *Child Rearing; Learning Activities; *Learning Readiness; *Parenting Skills; Parent Materials; Parents as Teachers; Preschool Education; *School Readiness; *Young Children
IDENTIFIERS- *Nurturance

This booklet is designed to offer new parents clear, common-sense advice on how to nurture infants and preschoolers. It advises parents to set the stage for what their children learn in school and beyond. Six sections focus on specific activities that contribute to early childhood development and well-being in the first 6 months, from 6 to 12 months, and between the ages of 1 and 2, 2 and 3, 3 and 4, and 4 and 5 years. Each section provides five or six basic activities, and three to five additional activities, that parents can perform with their children. Each section also contains a reminder for parents, for example, urging them to be patient with newborns or be

ED 352 219 RC 018 808

Friend, Ronald E.; And Others
Rethinking Migrant Education: A Response to the National Education Goals. A Report of the Migrant Education Goals Task Force.
PUB DATE- Mar 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Early Childhood Education; *Educational Objectives; *Educational Principles; Elementary Secondary Education; *Migrant Children; *Migrant Education; Migrant Problems; *Migrant Youth; *Role of Education; State Government
IDENTIFIERS- America 2000; Migrant Education Goals Task Force; *National Education Goals 1990

This report presents the recommendations of a task force appointed to examine ways to improve the coordination, effectiveness, and quality of education experiences for migrant children and their families. After tracing the history and background of the migrant education program, the report discusses the current conditions and future expectations of migrant education in concert with the six national education goals. The expectations for migrant education are: (1) migrant students should enter the first grade fully prepared to learn and schools should be fully prepared to help them; (2) between 1992 and 2002, the number of migrant students graduating from high school should increase annually by 10 percent; (3) migrant students should complete the elementary grades with critical skills in learning and complete the middle school grades and enter high school with specified abilities; (4) migrant students should be provided stimulating learning experiences in science, math, and technology education, and every state department of education should have successful strategies for providing such schooling; (5) migrant students should achieve an academic level for postsecondary education, employment, or both, upon graduating from high school, and out-of-school migrant youth and adults should be provided basic literacy education; (6) migrant students should attend schools that are free of drug and alcohol, where students are healthy and safe. The report discusses specific issues and opportunities for action related to meeting the six national education goals and migrant education expectations. (LP)

ED 352 220 RC 018 814

Williamson, Madeline J.; Fenske, Robert H.
Mentoring Factors in Doctoral Programs of Mexican American and American Indian Students.
SPONS. AGENCY- Arizona State Univ., Tempe.
PUB DATE- Apr 92
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (73rd, San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indians; Doctoral Programs; Ethnicity; *Graduate Students; Higher Education; *Mentors; *Mexican

ED 352 238 RC 018 891

Hearing on Education Reform and Related Issues before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives. One Hundred Second Congress, Second Session (Phoenix, AZ, March 21, 1992).
PUB DATE- 92
NOTE- 108p.; Serial No. 102-106.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; American Indians; *Decentralization; *Educational Change; *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; Federal Indian Relationship; Federal Legislation; *Federal Programs; Multicultural Education; Property Taxes; School Choice; Tribal Sovereignty; Urban Education; Vocational Education
IDENTIFIERS- *Arizona; Bureau of Indian Affairs Schools

This document contains testimonies and prepared statements from a congressional hearing on educational issues held in Arizona. Statements and testimonies address education reform, school financing, equalization, site-based management, federal programs, vocational education, and American Indian education, among other issues. Included are opening statements by Representatives Dale Kildee and Ed Pastor. Witnesses providing testimony include: (1) Lee Whitehead, Arizona Education Association; (2) Louise Kleinstiver, superintendent, Somerton School District No. 11, Yuma County; (3) George S. Garcia, superintendent, Tucson Unified School District No. 1, Pima County; (4) Gilbert Innis, Tribal Education Department, Gila River Indian Community; (5) James Cervantes, student, Phoenix; (6) Pat Medina, parent, Phoenix; (7) Derrick Gray, teacher, South Mountain High School, Phoenix; (8) E. T. Hernandez, parent, Phoenix; (9) Anthony Abril, Phoenix; (10) Eugene Bressard, director, Friendly House, Phoenix; (11) Judy Muller, teacher, South Mountain High School, Phoenix; (12) Ronald Mohammed, substitute teacher, Phoenix; (13) Jack Lunsford, Phoenix; (14) Betty Thompson, Phoenix; (15) John Pizzi, Glendale; and (16) Susan Shepherd, parent, Glendale. Prepared statements, a Gila River Indian Community Resolution, and a concept paper on the role of tribal governments in education policy are included. (KS)

ED 352 239 RC 018 892

Dietrich, Jane Ellen Kreitz
A Day in the Life of a Rural School.
PUB DATE- Sep 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *College School Cooperation; College Students; Elementary Education; *Field Experience Programs; Higher Education; *Preservice Teacher Education; *Rural Schools; Small Schools; *Teaching Experience
IDENTIFIERS- North Dakota

This paper describes the field experience of 30 undergraduate students in a teacher education program at the University of North Dakota. As part of an introductory teaching and learning

ED 352 257 SE 053 250

Senior High Science: Teacher Resource Manual, 1992 (Interim).
PUB DATE- 92
NOTE- 399p.; For the Science 10 teacher resource manual, see SE 053 251.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Concept Formation; Cooperative Learning; Educational Change; Educational Resources; Evaluation Methods; Foreign Countries; High Schools; Integrated Curriculum; Language Skills; *Learning Theories; Science and Society; *Science Curriculum; *Science Education; *Science Instruction; Secondary School Science; *Teaching Methods; Technology
IDENTIFIERS- Alberta; Project 2061 (AAAS); Science Process Skills

This manual is designed to provide teachers with practical information to assist them as they implement the new science programs in their classrooms. A number of factors have influenced the development of the Alberta Senior High School Science Program. The Alberta Education policy paper, "Secondary Education in Alberta" (1985); the Science Council of Canada report, "Science for Every Student" (1984); and the American Association for the Advancement of Science report "Science for All Americans" (1989), were very influential in setting the goals, objectives and structure of the program of studies. The goal of scientific literacy achieved through emphasis on the interactions among science, technology, and society (STS), shaped the program of studies. This manual contains the following sections: "Science Classrooms into the 21st Century," "Teaching Strategies," "Preparation and Planning," "Assessment and Evaluation," and "Resources." The following essays are included in the section of teaching strategies: "Teaching for Thinking," "Teaching for Conceptual Change," "Teacher as Facilitator," "Questioning Techniques," "Cooperative Learning," "Language for Thinking and Communication," "Effective Use of a Research Process," "Periodicals in the Classroom," "An STS Context," "Controversial Issues," "Thematic Approach," "Environmental Approaches," "Agricultural Connections," "Technology and Media," "Traditional and Local Knowledge," "Teaching with Gender Balance," and "'Microchemistry' and Responsible Disposal." (PR)

ED 352 258 SE 053 251

Science 10: Teacher Resource Manual, 1992 (Interim).
PUB DATE- 92
NOTE- 219p.; For the senior high science teacher resource manual, see SE 053 250.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Concept Formation; Concept Teaching; Cooperative Learning; Educational Resources; Foreign Countries; Grade 10; High Schools; Integrated Activities; Integrated Curriculum; *Interdisciplinary Approach; *Learning Processes; *Learning Theories; *Library Research; Science and Society; *Science Curriculum; *Science Education; Science Instruction; Secondary School Science; Teaching Methods
IDENTIFIERS- Alberta; Science Process Skills

This manual is designed to provide teachers with practical

ED 352 277 SO 021 012

Guinness, Os
Making the World Safe for Diversity: Religious Liberty and Social Harmony in a Pluralistic Age.
PUB DATE- 89
NOTE- 23p.; Paper presented at the International Religious Liberty Congress (3rd, London, England, July 23-26, 1989).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Influences; *Cultural Pluralism; Democratic Values; *Global Approach; Religious Cultural Groups; *Religious Differences; Religious Factors; Social Problems; State Church Separation; World Affairs
IDENTIFIERS- First Amendment; *Religious Freedom; United States Constitution

The U.S. experiment in religious liberty has enormous significance for the United States and for the world. The challenging dilemma of living with the deepest religious differences, as it is currently being met in the United States, is explored in this essay. The point that U.S. success or failure in attempts to deal with religious liberty has global significance is argued in four steps. First, what is meant by public philosophy, or common vision of the common good, is clarified. Second, the case is made as to why the notion of religious liberty remains important to the public philosophy today. The third step in the discussion is an analysis of the factors behind recurring conflicts over religion and public life, and an assessment of what they mean for religious liberty and public justice in the future. The fourth, and final, step in the argument is an examination of the concept of chartered pluralism and its contribution to the current problems. Chartered pluralism is a vision of religious liberty in public life that seeks to forge a compact, across the deep differences of a pluralistic society, concerning rights, responsibilities, and respect. (DB)

ED 352 278 SO 021 864

Machila, Margaret M. C.; Wangoola, Paul
Seminar on African Perspectives and Issues on Peace Education and Action in Africa: A Report from a Seminar Held in Conjunction with the Meeting of the Adult Education Association of Zambia (Lusaka, Zambia, October 3-7, 1988).
PUB DATE- 88
NOTE- 59p.; Photographs will not copy well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Developing Nations; Foreign Countries; *International Education; *International Educational Exchange; *Peace; Social Change
IDENTIFIERS- *Africa; *Peace Education

This report presents the proceedings of a seminar that brought together almost 30 intellectuals, artists, and development activists from eight African countries and Canada to identify the obstacles to peace in Africa and develop strategies to overcome them. One of the other purposes of the seminar was to develop elements of curriculum and instructional materials for peace education and action plans for selected target groups of

ED 352 300   SO 022 594

Guerra, Michael; And Others
Catholic Schools for the 21st Century. Executive Summary.
PUB DATE- 92
NOTE- 87p.; For related documents, see ED 345 969-974.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; *Educational Objectives; *Educational Policy; Elementary Secondary Education; Futures (of Society); Religious Education
IDENTIFIERS- *National Congress of Catholic Schools

This publication features highlights of the major findings made by delegates to a meeting of the National Congress of Catholic Schools, held in Washington, D.C. in November, 1991. Divided into three chapters, the first chapter provides background information and explains the process by which the National Congress of Catholic Schools acts. The second chapter summarizes the findings of the Washington meeting. Five major topics were addressed by delegates to the Congress: the Catholic identity of Catholic schools; Catholic schools and society; Catholic school governance and finance; leadership in and on behalf of Catholic schools; and political action, public policy, and Catholic schools. For each topic the delegates adopted belief statements, directional statements, and sample strategies. The third chapter discusses the process by which the findings of the National Congress are to be implemented. This publication also includes three appendices. Appendix A contains the texts of the major addresses made to the Congress: "A Modest Proposal for the Reform of the Catholic Schools" (Andrew M. Greeley); "Join the America 2000 Community" (James P. Watkins); "Catholic Schools: Lifeblood of Evangelization" (James P. Lyke); "Choice, Opportunity, and Excellence in American Education" (Pierre DuPont); "Public and Private Schools: What Are the Facts?" (John Chubb); "Fostering Excellence in Education" (Lynne Cheney); and "Twilight or Dawn?" (Diane Ravitch). Appendix B includes demographic information on the delegates, a composite of Congress participants, a list of the members of the Planning/Implementation Committee, and an alphabetical listing of delegates to the Washington meeting. Appendix C list donors to the National Congress. (DB)

ED 352 301   SO 022 596

Convey, John J.
Catholic Schools Make a Difference: Twenty-five Years of Research.
PUB DATE- 92
NOTE- 229p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Catholic Educators; *Catholic Schools; Demography; Educational Environment; *Educational Research; Elementary Secondary Education; Literature Reviews; Outcomes of Education; Parent School Relationship; Religious Education; School Choice; School Effectiveness

This overview examines the major research studies on Catholic schools published between 1965 and 1991 along with a synthesis of the research regarding the demography, outcomes, and

ED 352 320 SP 034 098

Kelsay, Karla Lynn
A Qualitative Study of Reflective Teaching.
PUB DATE- Mar 89
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Context Effect; *Educational Practices; *Educational Theories; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; Knowledge Level; Learning Processes; *Problem Solving; Scientific Attitudes; *Teacher Effectiveness; *Thinking Skills
IDENTIFIERS- Enabler Model; *Reflection Process; *Reflective Teaching

Professional knowledge created as teachers interact with the complexity of variables related to teaching and learning in active, thoughtful, reflective practice, is essential to expert teaching. This qualitative study is designed to describe and define the factors (processes) that are pertinent to the process of reflection as it is utilized by three expert teachers (enablers) who teach homogeneously grouped, academically gifted learners in three public school districts in Illinois. A modified form of analytic induction was employed as an approach to collecting and analyzing data as well as to developing and testing theory. Two main categories, problem solving and theory building, were derived through the analytic processing of raw data. The phenomenon of reflection in teaching was defined as thinking about teaching or reflection-on-action, and as thinking while teaching or reflection-in-action. Results suggest that reflection plays an important role in teaching; some teachers are reflective professionals who engage in a type of problem solving as they seek to integrate their value beliefs, theoretical knowledge, craft knowledge, and experience with the context in which they teach and build their own theories about teaching. (Contains 25 references.) (LL)

ED 352 321 SP 034 106

Lopez, Luz E.; Sanchez, Adolfo
A Model for Integrating Thinking Skills in the Curriculum.
PUB DATE- Aug 92
NOTE- 19p.; Paper presented at the Annual International Conference on Critical Thinking and Educational Reform (12th, August 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Ability; Competency Based Teacher Education; Concept Teaching; *Curriculum Development; Higher Education; *Integrated Curriculum; Models; Preservice Teacher Education; *Teacher Education Curriculum; *Teacher Education Programs; *Thinking Skills
IDENTIFIERS- Puerto Rico; *University of Puerto Rico Cayey University College

The ability to think is a natural part of every human being and must be developed to its maximum potential. Consistent with

ED 352 339 SP 034 191

Surviving the Worst, Expecting the Best: Teacher Perceptions of Work Life in Virginia Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Collegiality; Educational Practices; Elementary School Teachers; Elementary Secondary Education; Faculty Development; Peer Relationship; Policy Formation; Regional Attitudes; *Regional Characteristics; School Buildings; Secondary School Teachers; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Student Relationship; *Teaching (Occupation); *Teaching Conditions
IDENTIFIERS- *Virginia

The qualitative study described in this document presents Virginia teachers' perceptions on 10 factors that influence their work environment: resources/instructional materials; physical facilities/class size; professional development; teacher-teacher interactions; teacher-administrator interactions; teacher-student interactions; school-parent/community interactions and involvement; school goals and objectives; school decision making and change; and personnel policies. Working conditions described by teachers who participated in regional focus group interviews varied greatly; however, with few exceptions, these teachers expressed dissatisfaction with such conditions as overcrowding, climate control problems, and poorly organized instructional space. They emphasized the importance of professional interactions with their colleagues and principals, noting that the quality of interactions with their principals had the greatest impact on the quality of working conditions. Recommendations for policy and practice to improve working conditions, a bibliography listing 48 references, and four appendices (Survey of Teachers' Satisfaction with Working Conditions; a Focus Group Moderator's Guide; a Virginia regional map; and a copy of an invitation to focus group interview participation) complete the document. (LL)

ED 352 340 SP 034 198

Williams, Wayne
An Analysis of Teaching Competencies of Secondary Educators: Do Teachers and Administrators Agree on What Is Important?
PUB DATE- Nov 92
NOTE- 21p.; Research report presented at a Meeting of the Missouri Unit of the Association of Teacher Educators (Tan-Tar-A, MO, November 13-14, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Competency Based Teacher Education; *Curriculum Development; *Curriculum Research; *Educational Objectives; Education Majors; Higher Education; Likert Scales; Mail Surveys; Secondary Education; Secondary School Teachers; *Teacher Attitudes; Teacher Education

ED 352 358 SP 034 242

Oxman, Wendy, Ed.; And Others
Critical Thinking: Implications for Teaching and Teachers. Proceedings of a Conference (Upper Montclair, New Jersey, 1991).
PUB DATE- 92
NOTE- 367p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Critical Thinking; *Educational Objectives; *Educational Practices; Educational Theories; Elementary Secondary Education; Faculty Development; Higher Education; Holistic Approach; *Knowledge Level; Learning Strategies; *Perspective Taking; Teacher Participation; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Montclair State College NJ; *Teacher Knowledge

The purpose of the conference reported in these proceedings was to help enrich the field of critical thinking through the perspectives of scholars and professional practitioners in a variety of academic disciplines. The papers included in these proceedings reflect the thoughts of 49 authors representing 10 academic fields. After the presentation of the plenary session papers, the volume is divided into four sections which include papers addressing the goals and purposes of education, general approaches, the nature of teachers' professional knowledge, and specific techniques for teaching and learning. Central issues in critical thinking are addressed with a focus on aspects of educational theory and practice that relate critical thinking to education--for teachers, students, administrators, and the communities served. Some topics covered are: educational reform, views of democracy and implications for education, literacy, intellectual rights, the role of the university, critical thinking and cooperative learning, course and curriculum improvement, faculty development, training teachers for critical thinking, teaching methods, teaching critical thinking across the curriculum, moral education, and teacher improvement. (LL)

ED 352 359 SP 034 243

Buck, Rachel; And Others
Teachers' Goals, Beliefs, and Perceptions of School Culture as Predictors of Instructional Practice.
PUB DATE- Apr 92
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Academic Achievement; *Educational Environment; *Educational Objectives; *Educational Practices; Elementary Education; Elementary School Teachers; Instructional Effectiveness; Junior High Schools; Middle Schools; *Predictor Variables; *Teacher Attitudes; *Values

Research in motivation and learning has demonstrated that differences in instructional practice influence the salience of learning and ability goals for students. This study considers several factors that may influence teachers' emphases in instructional practices--teachers' pedagogical beliefs, their achievement goals for their students, and their perceptions of model for assessing the impact of the training program is also presented. The in-service training program is designed to sensitize faculty to the diverse academic abilities, interests, and aspirations of entering students. A major program objective is enhancing student success by facilitating a better understanding of each student's unique characteristics, thus encouraging a more individualized approach to instruction and academic advisement as a result of the faculty member's successful completion of the training program. It is noted that faculty who serve as academic counselors in a freshman counseling and advising program will be better prepared to assist in development of a campus-wide retention program that places special emphasis on student experiences during their critical first 6 weeks on campus. The criteria used to select academic counselors, the counselor's orientation conference for participating faculty, and the strategies that can maximize program impact are discussed. The paper concludes with a brief review of several assessment designs. Contains 73 references. (GLR)

ED 351 921 HE 025 979

Adams, J. Q., Ed.; Welsch, Janice R., Ed.
Multicultural Education: Strategies for Implementation in Colleges and Universities. Volume 2.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- Jul 92
NOTE- 150p.; For Volume 1, see ED 346 811.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Studies; Classroom Environment; Cooperative Learning; Cultural Context; *Cultural Differences; *Cultural Influences; Curriculum Development; *Educational Planning; Educational Strategies; Essays; Ethnic Groups; *Foreign Students; *Higher Education; *Multicultural Education; Program Implementation; Student Adjustment; Teaching Methods; Textbooks
IDENTIFIERS- Collaborative Learning; *Diversity (Student)

This book presents a collection of essays that reflect the experiences of educators who have responded to the challenges of cultural diversity on their campuses or within their educational regions. Essays examine instructional strategies, curriculum issues, and creating the climate for change. Essay titles and their authors are as follows: "Collaborative Learning: Building Community in the Culturally Diverse Classroom" (Teresa M. Faulkner, Hallie S. Lemon); "Censorship and Student Texts" (Julie Brown); "Understanding the International Student: A Comparative Analysis of Factors that Influence Reading and Academic Endeavors in the Developed and Developing Worlds" (Septimus M. KaiKai, Regina E. KaiKai); "Resources: Cultural Diversity Documented on Film and Video" (Janice R. Welsch); "Teaching a University-Level Multicultural Music Course" (Donald W. Roach); "Why 'Race' Has No Place in Multicultural Education" (J. Q. Adams, Bem P. Allen). "Civic Literacy, Native American Sovereignty, and Counter-Socialization" (Guy B. Senese); "Training Early Childhood Teachers to Counter Indirect Influences on Young Children's Attitudes Toward Diversity" (Jeanne B. Morris); "Teachers for the Culturally Diverse Classroom" (Savario Mungo); "Redesigning General Education to Include Cultural Diversity" (Kenneth Sutton); "Access, Equity, and Cultural Diversity: The Community College Potential" (Pauline E. Kayes); "Implementing Multicultural Education Within a Multi-Campus University" knowledge capacity, and skills. In particular the report describes CCHE efforts to monitor institutional implementation efforts, summarizes institutional progress in assessment, and lists issues that emerged from institutional reports. A first section, a review of institutional reports, describes data to support the process used by CCHE to monitor institutional compliance with the accountability statute and discusses the criteria that each institution report on with a chart to provide detailed information. Also included are a description of the written review of each institution's report with a sample of the CCHE questions and institutional answers. The second section considers issues derived from the institutional accountability reports including supporting data, recommendations, and designation of a responsible agency to carry out the recommendations. The specific issues covered in this section are effectiveness of basic skills, assessment of teacher education programs, and minority retention and graduation. Appended information includes a chart on how students are informed of institutional expectations, a chart on information dissemination, and estimated costs of accountability by institution. (JB)

ED 351 940 HE 026 001

Scorecard on Colorado Public Higher Education: How the Public Higher Education System and Its Students Perform on Selected Measures.
PUB DATE- Apr 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *College Outcomes Assessment; *College Students; Degrees (Academic); *Educational Assessment; Educational Finance; *Educational Quality; Educational Trends; Efficiency; Higher Education; Institutional Evaluation; Minority Groups; Outcomes of Education; State Colleges; State Universities
IDENTIFIERS- *Colorado; *State College and University Systems

This publication is the 1992 edition of an annual report on the status and performance of Colorado college students and the higher education system in Colorado. Data are provided on students, degrees, faculty, and higher education finance. The report uses a number of measures to evaluate the system's effectiveness in four system wide educational values: (1) educational excellence, (2) educational access and diversity, (3) efficiency in the delivery of education, and (4) adequate resources for the delivery of education. This edition includes several measures that are reported for the first time which are identified specially within the report. Highlights of the findings for educational excellence are that average graduate test scores on the Graduate Record Exam were higher than the national norms, and that on three tests for professional licensure in law and nursing state graduates passed at a rate higher than the national norm. Regarding access and diversity the report finds that participation of state high school graduates in public higher education increased over the last 5 years from 36.8 to 40.1 percent, and that the number of ethnic minorities receiving degrees has also increased. Appended technical information on the data is included. (Author/JB)

ED 351 941 HE 026 002

As a State, What Level of Participation in Postsecondary athletics: (1) revenue and expenses of the National Collegiate Athletic Association (NCAA) and its member schools' athletic departments; (2) a data profile on the gender and race/ethnicity of staff members in five selected positions in schools' athletic departments; and (3) compensation data for these staff. From testimony before a Congressional subcommittee, it was revealed that the NCAA had revenues of $152.5 million and expenses of $151.3 million for the year ending August 31, 1991. Across Division I schools, men held all but one of the positions of athletic director, all football head coach positions, and all men's basketball head coach positions. Average compensation for personnel in the five athletic department positions, including their school base salary, additional school benefits, and income from sources outside the school, varied considerably from an average of $114,759 for head football coaches to an average of $44,996 for head coaches of women's basketball. However when comparing head coaches of women's basketball, women coaches had a higher average wage than did men head coaches. Appendices include a description of the Government Accounting Office's questionnaire methodology, various response compilations from Division I schools, and NCAA statements of revenue. (GLR)

ED 351 960 HE 026 023

Exploring Our Horizons. National Conference on Alternative and External Degree Programs for Adults (12th, Evanston, Illinois, October 8-10, 1992).
PUB DATE- 8 Oct 92
NOTE- 232p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Advising; *Adult Education; *Adult Learning; Adult Programs; Adult Students; Curriculum Evaluation; Distance Education; Educational Quality; *Educational Strategies; External Degree Programs; General Education; Higher Education; Learning Centers (Classroom); *Lifelong Learning; Mathematics Achievement; *Nontraditional Education; Nontraditional Students; Postsecondary Education; *Program Effectiveness; Program Evaluation; Teacher Workshops

This report of a workshop on various aspects of adult learning and education contains the following papers: "Take This Job And Shape It: Using Journal Writing to Enrich Your Professional Life" (David Shallenberger, Phyllis Walden); "Assessing Math Skills of Adult Learners" (Betty Hurley Lawrence); "Using Visual Arts for Cultural Analysis: Adult Learners in the Renaissance" (Betty LoSardo); " 'As the Hub Turns': Centripetal and Centrifugal Forces Acting on Long Distance/Extended Site Learning Centers" (Robert D. Clark and others); "Distance Learning and a Dynamic Assessment of Quality" (Daniel Granger and Kate Gulliver); "A Comprehensive Plan for Program Evaluation" (Dan A. Davis); "Who Are We Really Teaching? Who Is Learning? Creating and Using Institutional Profiles of Adult Students" (Richard A. Schalinske and others); "Alternative Approaches to Inquiry: Conceptions of Self, Knowledge, and Curriculum in Adult Degree Programs" (Mary S. Carlson); "Achieving the Purposes of Liberal Arts Education: A Developmental Approach" (Edith Kusnic); "Curriculum Issues for Non-Traditional Programs: General Education for Civic Effectiveness" (Robert H. McKenzie); "The Unknown Territory of This Side of the Horizon: Adult Education in an Incoherent Culture" (Lee Herman and Allan Mandell); "Internships and Field Experience Learning for Adult and Nontraditional Students" section on financing higher education describes the individual financing of four actual students and then discusses employment, need for assistance, federal assistance (Pell Grants, loan repayment), and costs and benefits. The final section "The Jackpot" looks at whether the hardship to students is worth the effort of obtaining a degree, and whether the cost of federal programs to support higher education and student financial assistance are justified. This section also describes the achievements of several individuals who benefitted from financial assistance as well as analyzing the financial returns to society by looking at income levels, unemployment rates and other factors. Appendixes offer further data on enrollment by type of institution and ethnic group, approximate undergraduate budgets, and a description and funding status of major federal student aid programs. A bibliography cites 22 sources. (JB)

ED 351 979 HE 026 046

Pickert, Sarah; Turlington, Barbara
Internationalizing the Undergraduate Curriculum: A Handbook for Campus Leaders.
PUB DATE- 92
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Colleges; *Curriculum Development; *Educational Change; Educational Environment; Global Approach; Higher Education; *International Education; International Programs; International Studies; Organizational Objectives; Program Descriptions; *Undergraduate Study; Universities

This handbook offers practical guidance from implemented programs for making the undergraduate curriculum more international in outlook and content. The handbook is divided into five chapters. In the first chapter, presidents of four colleges and universities describe how they encourage curricular change to internationalize their institutions. The second chapter discusses ways to asses the current state of the curriculum, develop human resources, create effective administrative units, and find support for curriculum change. Chapter Three illustrates how to incorporate international elements across the disciplines (including the professional schools); link cross-cultural experiences to the curriculum; and use technology to bridge campuses, cultures, and countries. Chapter Four describes 10 specific programs that have survived administrative, faculty and student scrutiny. Examples are drawn from a variety of institutions with different missions and diverse student populations. The final chapter discusses hopes for the future. The appendices provide names and addresses of contact people at each of the colleges and universities mentioned and government funding agencies, a bibliography of 49 references, a list of relevant associations and organizations, and a list of funding sources. (Author/JB)

ED 351 980 HE 026 047

The Recruitment and Retention of Faculty in Roman Catholic Theological Seminaries.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 92
NOTE- 67p.

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Computers; *Distance Education; Educational Technology; *Electronic Mail; Elementary Secondary Education; Higher Education; *Instructional Design; Instructional Innovation; Microcomputers; Nontraditional Education; Telecommunications; *Teleconferencing
IDENTIFIERS- *Computer Mediated Communication; Empirical Case Study

One of the most recent technological systems to be adopted for use in distance education is computer-mediated communication (CMC), which typically includes computer conferencing, electronic mail, and electronic bulletin boards. The purpose of this review is to provide teachers, researchers and administrators with a practical summary of current knowledge about design, teaching, and institutional issues in the use of CMC for distance education, and to consolidate the major questions and issues in order to provide a relatively comprehensive overview of the field at this point in time. The review, which focuses on empirical studies using CMC in distance education, is divided into four parts: (1) Designing a Course To Maximize the Potential of CMC; (2) Teaching Considerations; (3) Institutional Issues (including computer access and marketing, policy, and cost); and (4) two charts illustrating the educational and communication uses of CMC which emphasize the extent to which CMC has become an international phenomenon. (Contains 181 references.) (ALF)

ED 351 998 IR 015 826

Mouli, C. R.
Distance as a Factor in Face-to-Face Communication: A Case of Andhra Pradesh Open University.
PUB DATE- 91
NOTE- 12p.; Paper presented at the Annual Conference of the Asian Association of Open Universities (4th, Colombo, Sri Lanka, September 17-18, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Correspondence Study; Developing Nations; Educational Technology; Equal Education; Foreign Countries; Information Dissemination; Multimedia Instruction; *Nontraditional Education; *Open Universities; Postsecondary Education
IDENTIFIERS- *Andhra Pradesh Open University (India); Open University (Great Britain)

Andhra Pradesh Open University (APOU), the first university in India modeled on the British Open University, provides opportunities for higher education through the use of multimedia systems to supplement correspondence education; offers equality of educational opportunities; allows flexibility with regard to eligibility for enrollment; complements the programs of existing universities; promotes integration within the state; offers degree courses and non-degree certificates; and offers opportunities for research and the dissemination of knowledge. This description of APOU provides information on: (1) academic programs, which include undergraduate programs in Arts/Commerce/Science, postgraduate diplomas in Public Accounting, Public Relations, Bachelor of the roles of the communicator (writer-reader) became central, emphasizing the multidirectional character of e-mail communication. The basic tenet of communicativeness and a naturalistic communicative learning environment in classrooms was connected to the question of the degree of initiative and free negotiable topic choice. The research problems included issues concerning content (themes and topics) and language used in e-mail communication. Research methodology was an ethnographic approach complemented by a thematic and linguistic analysis on content and language. The Finnish participants consisted of six classes in three senior secondary schools with four teachers of English. The foreign participants consisted of schools in Britain and the United States with further contacts in Austria, Canada, Germany, Iceland, Japan, and Sweden. Data were gathered during fieldwork (November 1989-May 1990). Results of the study indicated that process-led collaborative e-mail communication encouraged writing and exchanging ideas across the world; a collaborative effort made writing more public, bringing social and negotiation skills into focus; modes of writing became more versatile; e-mail formed a new repository of teaching and learning materials; e-mail written on-line resembled oral communication while off-line writing showed more textual and linguistic coherence and organization; phatic use of language was essential to the functionality of the communication channel; and artistic, emotive, and poetic language was widely used as well as referential or informative use of the target language. Twenty-one of the 98 references are in English. An abstract in Finnish is also provided. (Author/ALF)

ED 352 016   IR 015 849

Karabenick, Stuart A.
Computer Conferencing: Its Impact on Academic Help-Seeking.
PUB DATE- Jun 87
NOTE- 9p.; Paper presented at the Symposium on Computer Conferencing and Allied Technologies (2nd, Guelph, Ontario, Canada, June 1-4, 1987).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Advising; *Computer Networks; Consultation Programs; Guidance; *Help Seeking; Higher Education; Information Seeking; *Psychological Studies; Services; *Teleconferencing

Arguing that seeking help when needed is an integral part of the learning process, this paper describes a three-stage help-seeking process; examines computer conferencing in academic contexts; and describes several characteristics that promote help-seeking, including the admission of inadequacy, the decision to seek help, and the ultimate acquisition of assistance. Conditions which moderate the potential facilitation of academic help-seeking are discussed, including the degree of cooperation versus competition and instructor and conference participants' reactions to requests for assistance. (Contains 30 references.) (Author/ALF)

ED 352 017   IR 015 850

Magidson, Susan
From the Laboratory to the Classroom: A Technology-Intensive

IDENTIFIERS- White House Conference Library Info Services

Computers, microfilm, cable television, satellite communications, photocopiers and other technical developments brought about general revision to U.S. Copyright Law, which was enacted in 1976 and became effective on January 1, 1978. The 17 articles in this issue of The Bookmark consider how the law has resolved the main problems: (1) "Libraries, Users and Copyright: Proprietary Rights and Wrongs--Introduction" (John Rothman); (2) "Living with the Copyright Law: Difficult, Yes. Impossible, No." (R. Bruce Rich); (3) "Section 108: Expanding the Librarian's Traditional Role" (Marilyn J. Kretsinger); (4) "News from the Courts" (Joanne D. S. Armstrong); (5) "Collective Licensing as a Practical Solution" (Joseph S. Alen); (6) "Copyright and Preservation: An Overview" (Robert L. Oakley); (7) "Fax--A Special Case" (David James Ensign); (8) "The Myth of Library Immunity from Copyright Infringement" (Randall Coyne); (9) "Fair Use and Unpublished Materials" (Sara Robbins); (10) "Circulating Media in Public Libraries: What Is Legal? What Is Safe?" (Mary Keelan); (11) "Databases and Their Offspring" (Alan R. Greengrass); (12) "I'm Not My Brother's Keeper: Why Libraries Shouldn't Worry Too Much about What Patrons Do with Library Materials at Home" (Mary Brandt Jensen); (13) "The Federal Government's Electronic Data Files: Questions of Access Rights and Cost" (Susan L. Dow); (14) "The International Scene" (Joseph S. Alen); (15) "Copyright Research Basics: How To Help Patrons Locate the Copyright Information They Need" (Joanne D. S. Armstrong); (16) "Public Policy Perspectives on Intellectual Property and the Public Good" (Michael J. Remington); and (17) "What Reference Librarians Need To Know" (Deirdre C. Stam). An article on the White House Conference on Library and Information Services Task Force by Helen F. Flowers is also included. (KRN)

ED 352 036   IR 054 258

Leath, Janis

Document Delivery: An Examination of Commercial Suppliers as an Alternative to Traditional Interlibrary Loan at the University of Wyoming Libraries.

PUB DATE- 13 May 92

NOTE- 61p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Change Strategies; *College Libraries; Comparative Analysis; Facsimile Transmission; Higher Education; *Interlibrary Loans; *Periodicals; *Research Libraries; User Needs (Information)

IDENTIFIERS- Chemical Abstracts Service; *Document Delivery Services; *Document Delivery Test; Journal Articles; University Microfilms International; University of Wyoming; Vendors

Several factors encouraged the University of Wyoming (UW) Libraries to reexamine traditional interlibrary loan services, including shrinking budgets, rises in journal subscription rates, increasing demands for interlibrary loan services, and lower user tolerance for delays in filling orders. In response the libraries decided to examine the journal article services provided by commercial document delivery vendors and compare them with traditional interlibrary loan services. Online order systems were not used, nor was full-text delivery from online vendors. In all, 636 requests were made during the three-month study period. Requests were sent to 14 vendors, including those who could supply articles from a wide range of disciplines and those with a specialized focus. Some vendors had in-house an attempt to draw conclusions about the extent to which gender and ethnicity relate to the outcomes of the search and screen process for middle and senior management positions in academic libraries, and to determine any effects of affirmative action on promotion from within. Information was gathered by analyzing 238 advertisements from 157 institutions for management positions from all 1990 issues of the "College and Research Libraries News." Respondents from 104 of the schools (representing 157 positions) provided information about the gender and ethnic composition of the applicant pool, the candidates interviewed, the person finally selected, the gender and ethnicity of previous supervisors, and the status of 79 acting managers in relation to the hiring process. Only 40% of the acting managers applied for the positions they were temporarily filling, and of these, slightly more the 50% were hired. White women who were acting managers made the greatest gains. Of the 2,848 applicants for the advertised positions, 1,525 were male and 1,438 were female. Ethnicity could be determined for 1,883 applicants, and of these 143 were from categories defined as diverse; half of the diverse population was Asian. The gender and ethnicity of candidates finally selected for management positions closely resembled those of their predecessors, and there was no evidence that affirmative action had any significant impact on hiring. Although minority applicants did apply in greater numbers to ads with strong affirmative action statements, schools placing these ads didn't hire any more minority applicants than those that did not. Only 33 of 143 culturally diverse persons were interviewed for a position, which leads to the conclusion that librarianship has not given priority to hiring the culturally diverse. (Contains 15 references.) (KRN)

ED 352 054 IR 054 294

Lin, Pei-Yu
Analyzing Library Literature on Academic Library Automation:
  Authorship and Subject Coverage.
PUB DATE- Jul 92
NOTE- 53p.; M.L.S. Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Libraries; *Authors; Content Analysis; Higher Education; *Library Automation; Library Circulation; Library Technical Processes; Literature Reviews; Optical Data Disks; Reference Services; Scholarly Journals; *Sex Differences; *Technological Advancement
IDENTIFIERS- *Library Literature (Serial)

The purpose of this study is to identify and determine the extent of technological change in the development of automation as it is reflected in the professional literature and the rates at which males and females contribute to this literature. A database search of Library Literature on WILSONDISC was undertaken to identify publications written in the area of academic library automation for the years 1984-85 and 1990-1991. A total of 240 articles from the 1,198 citations identified were selected for content analysis, and coded data on author gender and article topic were input into MINITAB to derive statistics. A t-test was conducted to determine if there was a statistically significant difference in terms of publishing output of females and males. Chi-square analysis was performed to find the relationship of subject coverage to period. Of the 303 writers and editors whose gender could be identified, 54% were female and 46% male. Female authors

Descriptions; Curriculum Guides; *Emergency Medical Technicians; *Emergency Squad Personnel; Instructional Materials; *Minimum Competencies; Outcomes of Education; Program Descriptions; Program Development; Program Evaluation; *State Standards; Two Year Colleges; Vocational Education
IDENTIFIERS- *North Carolina Community College System

Developed for use by curriculum planners in Emergency Medical Science (EMS) programs throughout the North Carolina Community College System (NCCCS), and by evaluators in their reviews of existing programs, this manual provides a model set of guidelines for the education and training of the Emergency Medical Technician-Paramedic (EMT-P) in pre-hospital settings. Chapter I presents information about the NCCCS, the EMS program, and the Competency-Based Curriculum Project from which the manual was produced. Chapter II reviews the legal statutes and regulations, and professional standards governing EMT-P practice; describes program accreditation procedures; reviews job titles; and describes job opportunities available to EMS program graduates. Chapter III reviews tasks, competencies, and evaluative criteria arranged by subject area and correlated to courses in the model curriculum. Chapter IV presents curriculum standards for EMS; describes the model curriculum; and presents course descriptions and outlines for 27 courses in the curriculum. The final chapter provides guidelines for EMS program implementation and support, reviewing the roles and responsibilities of the instructional faculty, program director, clinical faculty, medical director, and the advisory committee; outlining student admission, enrollment, and evaluation procedures; describing student progression through the training levels; reviewing physical plant facilities, equipment, library resources, and textbooks and references; and listing professional associations. Appendixes include accreditation standards; applicable state human resources regulations; project data; sample clinical evaluation criteria; and a suggested equipment list. (PAA)

ED 352 073 JC 920 579

Conklin, Karen A.
Career Program Completers, 1987-88. A Long-Term Follow-Up Study.
PUB DATE- Nov 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (1[illegible],Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Outcomes Assessment; Community Colleges; *Education Work Relationship; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Quality of Working Life; Salaries; Two Year Colleges; Two Year College Students; *Vocational Education; Vocational Followup; Work Environment
IDENTIFIERS- *Johnson County Community College KS

In July 1992, a follow-up study was conducted of 412 former students of Johnson County Community College (JCCC), in Kansas, who had earned a career program degree or certificate, or had been identified as leaving with marketable skills, in 1987-88. Due to obsolete addresses, and other factors, the list of potential respondents was reduced to 288. Of these, 92 returned mail surveys and 156 completed telephone surveys for an adjusted response rate of 86%. Study findings included the following: (1) 27% of the respondents had been employed in their current full-time job (which was related to their program college prepares for the 21st century, this report presents a vision for addressing the critical trends and issues affecting LCCC. Drawing from trustee interviews with community leaders in business and industry, the professions, government, education, and community organizations, the report includes 10 separate sections reviewing major issues and implications related to clients; enrollment; finances; programs; delivery systems and facilities; community and education relationships (articulation); quality; workforce; human resources; and marketing. Each section defines and provides background to the issue; reviews related trends and projections; and discusses implications for the college. The conclusion of the report presents a series of detailed directives for the college, including the following: (1) institute an in-service training program to ensure that faculty and staff are equipped to work with a culturally and demographically diverse student population; (2) prepare to expand literacy and basic and developmental skills programs; (3) implement quality concepts to help contain costs; (4) institute a periodic needs assessment process; (5) defer new construction; (6) expand business and industry training programs; (7) establish specific competencies for each degree and program; and (8) intensify efforts in personalized recruitment. Data tables are included. (PAA)

ED 352 090 JC 930 011

Perkins, Bill
The Well-Documented College: How To Produce Good Documents.
PUB DATE- 22 Oct 92
NOTE- 13p.; Paper presented at the Annual Computer Conference of the League for Innovation in the Community College (9th, Orlando, FL, October 21-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ancillary School Services; Community Colleges; *Documentation; *Editing; Organizational Development; Publications; Quality Control; School Business Officials; *Technical Writing; Two Year Colleges; Word Processing
IDENTIFIERS- *Central Piedmont Community College NC; *Information Mapping Inc

While many educational institutions pay lip service to quality, often the very documents they produce, such as training handbooks and reference manuals, are not themselves of high quality. Quality documentation helps employees find what they are looking for, know when and where to ask for help, and become more independent. At Central Piedmont Community College (CPCC) in Charlotte, North Carolina, division managers were asked to detail the specific regulations and procedures for which they were responsible to be compiled into a single reference manual for employees both seeking and giving services. The resulting document, the "Business and College Services Manual" (BCSM) would explain how to purchase supplies and equipment, travel reimbursements, hiring procedures, how to report a crime, and dozens of other topics. The BCSM was organized by division, rather than by function (e.g., the issuance of parking tickets was discussed under the Safety and Security Department, while the collection of fines was

Maryland had become the nation's first basically middle-class, majority nonwhite county prompted Prince George's Community College (PGCC) to assess how well it was responding to the challenges of the new multiculturalism. In spring 1992, a racial climate attitude survey was developed and distributed to both students and employees, resulting in 17% (n=1,198) and 31% (n=552) response rates, respectively. The relatively low employee response rate limited the scope of the analysis and left portions of the PGCC work force underrepresented. Results of the survey included the following: (1) 94% of the respondents felt that relations were "OK" or "better than OK;" (2) faculty members were the most optimistic about campus race relations; (3) staff members seemed the most concerned, with only 38% rating race relations as "good" or better and 15% rating them "poor;" (4) faculty and staff, while both optimistic as groups, tended to disagree significantly on the extent to which the racial climate within the staff should be rated "good" or better; (5) compared to students, faculty respondents were 12% more prone to rate relations between nonwhite students/white faculty as "good" or better, and 10% more prone to perceive the white student/nonwhite faculty climate in the same favorable light; (6) nonwhite faculty came closest to unhappiness of the four job/race groups within the employee force, while white faculty came closest to satisfaction; and (7) around 20% of the nonwhite employees reported subtle interpersonal discrimination, such as being treated condescendingly, and 35% reported discrimination. Data tables and the survey instrument are included. (MAB)

ED 352 107   JC 930 038

Clagett, Craig A.
Assessing County Support for Maryland Community Colleges: An Institutional Research Success Story.
PUB DATE- Nov 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Affirmative Action; Community Colleges; *Community Support; Economic Impact; Educational Finance; Faculty Integration; Financial Support; *Government School Relationship; *Institutional Research; Politics of Education; *Research Utilization; *School Community Relationship; Two Year Colleges
IDENTIFIERS- Maryland; *Maryland (Prince Georges County); *Prince Georges County Community College MD

At Prince George's Community College (PGCC) in Largo, Maryland, a number of environmental and revenue changes in the 1980's resulted in complex political issues for the college. Changes in the county's black population (from 14% in 1970 to 51% in 1990) meant that the faculty's composition no longer reflected the diversity of the student population. Tuition fees at PGCC from 1985 to 1992 continued to surpass the state average, reaching 12% higher than the next most expensive Maryland state two-year college in 1992. Questions from legislators and the county concerning minority hiring policies and the high tuition fees abounded. In 1991, a state law was passed requiring PGCC, and only PGCC, to provide a detailed costs analysis report annually to the General Assembly. In January 1991, PGCC's office of institutional research initiated a study of comparative county aid to community colleges in Maryland. The study revealed that between fiscal years (FY's) 1987-90, Prince other drug problems. A national search conducted by means of computers, individual contacts, and other methods yielded information on 22 substance abuse prevention curricula. A steering committee evaluated the curricula and chose four programs that they considered to be the most effective for field testing. In a 10-week field test, 193 three- to five-year-olds were exposed to one of the four curricula. The self-concept of the children was measured by the Joseph Pre-School and Primary Self-Concept Test before and after their exposure to the curricula. A project evaluation survey of 181 parents, teachers, and aides was also conducted. It was found that children exposed to each of the four curricula experienced an improvement in self-concept. Among the four curricula, the Preventing the Abuse of Tobacco, Narcotics, Drugs, and Alcohol (PANDA) curriculum of the Chapel Hill Training-Outreach Project proved most effective. Children who were exposed to this curriculum showed a 65 percent improvement in self-concept. The Hillsborough County Head Start Department recommended the implementation of the PANDA curriculum countywide. Contains 37 references. (MDM)

ED 352 126 PS 020 876

Groff, Warren H.
Toward the 21st Century: Preparing Proactive Visionary Transformational Leaders for Building Learning Communities. Leadership II Formative Evaluation of Cluster 37, October 14, 1989 through June 6, 1992.
PUB DATE- 92
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; *Doctoral Programs; Elementary Secondary Education; Higher Education; *Leadership; Nontraditional Education; *Professional Development; Program Descriptions; Seminars
IDENTIFIERS- *Nova University FL

Nova University is a nontraditional university that offers practitioner-oriented, field-based doctoral programs, including a program in child and youth studies. This program begins with a seminar called Leadership I, and ends 3 years later with a Leadership II seminar. Instruction takes place in clusters, or groups of professionals in a geographic area. This paper describes of offering of Leadership I and II to a cluster of students between 1989 and 1992. Leadership I introduced concepts of leadership theory and research and strategic planning. Students designed a 3-year plan for their professional development, maintained a diary, and identified issues relevant to social problems. Leadership I examined leadership at the levels of self, organization, and society, and the three leadership activities of analysis, envisioning the future, and transforming visions into action. In the Leadership II seminar held 3 years later, students' professional development plans were reviewed, and visions and plans for future projects were developed. Appendices include various materials relevant to the leadership seminars, education in general, and Nova University. (BC)

ED 352 127 PS 020 878

Arzoumanian, Linda Lee
Improving the Skills and Confidence of Early Childhood Public

IDENTIFIERS- *Family Support

Family support programs are proactive efforts based on the assumptions that families have primary responsibility for their children's development and well-being; healthy families are the foundation of a healthy society; families operate as part of a total system; and social service agencies should assist families' efforts to raise their children effectively. Typical program components include life skills training, parent education and support groups, parent-child groups and family activities, informal interaction, information and referral services, and crisis intervention. In recent years, school initiatives to support families have focused on work with preschool parents to ensure children's school readiness; the involvement of parents in school programs and administration; and the integration of community health and social services into the school. A number of states have taken ambitious steps toward directly addressing the social service and health needs of at-risk students and their families. Programs such as Texas's Communities in Schools Programs, New Jersey's School Based Youth Services Program, Connecticut's Family Resource Center Program, and Kentucky's Family Resource and Youth Service Centers Program represent efforts to locate a full spectrum of health and social services in close proximity to students and families. The challenge for these programs is to integrate local, state, and federal health and social services into public school systems that are funded largely through local taxation. Brief descriptions of these four programs and five resource organizations are provided. (AC)

ED 352 146 PS 020 922

Finger, John A.
Family Support Programs and Comprehensive Collaborative Services: Overview of Family Support Programs.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 91
NOTE- 5p.; For related documents, see PS 020 919-923.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Community Services; *Comprehensive Programs; Early Childhood Education; Economically Disadvantaged; *Educationally Disadvantaged; Elementary Education; *Family Programs; Models; Program Descriptions; *Social Services; Young Children
IDENTIFIERS- *Family Support

This fact sheet begins with an overview of family support programs, which includes a discussion of the premises of family support programs and a list of typical program components. The remainder of the fact sheet focuses on one approach to family support, comprehensive and collaborative (C&C) services. The fact sheet underscores the need for service reform in light of the crisis-oriented and highly fragmented character and the inaccessibility of the current service system for at-risk families. It is argued that delivering family support services within a C&C framework can yield more effective results than separate uncoordinated services. The argument is based on the following tenets: (1) problems seldom occur one at a time; (2) forging supportive relationships is at the heart of the C&C process; (3) C&C services increase efficiency and effectiveness by promoting interagency awareness and ensuring better monitoring; (4) collaborative bodies are empowered politically

Golomb, Claire
Art and the Young Child: Another Look at the Developmental Question.
PUB DATE- Sep 92
NOTE- 56p.; Paper presented at the Making Meaning through Art Conference (Urbana, IL, September 17-19, 1992). Illustrations are marginally legible.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Art Education; *Art Expression; *Children; Cognitive Development; *Cognitive Processes; College Students; Comparative Analysis; *Concept Formation; Developmental Psychology; Early Childhood Education; Elementary Secondary Education; Higher Education; *Sculpture
IDENTIFIERS- *Dimensional Representation; Representational Competence

A study of young children's art and representational thought investigated the order in which representational concepts emerge in children's modeling in clay. It was predicted that children's three-dimensional representations of simple, symmetrical, and balanced familiar objects would be superior to their representations of complex, asymmetrical, unbalanced, and unfamiliar objects. Eight modeling tasks, including the modeling of objects, animals, and humans, were administered to 109 children between 4 and 13 years of age and to 18 college students. Subjects' actions and verbalizations were recorded, and their sculptures were scored. Findings indicated that a restructuring is likely to occur in the way children approach a modeling task as they develop greater cognitive maturity. Young children first make use of three-dimensional representational concepts in the modeling task. They later develop seemingly two-dimensional strategies when their ambition to create closer likenesses and more complex figures conflicts with the technical difficulties they encounter in manipulating the clay medium. Cognitive maturity in itself does not automatically result in competence; practice and motivation are crucial. Findings also highlighted preschoolers' sensitivity to the demands of a task and their capacity to experiment with diverse solutions. Implications for the teaching of art are discussed. A list of 27 references and pictures of 14 clay sculptures of the children and college students are included. (SLD)

ED 352 164 PS 020 955

Gaffuri, Ann
Expanding Parents' Comprehension of Developmentally Appropriate Programs Using Improved Observational Techniques and Anecdotal Recording for Better Choices.
PUB DATE- 92
NOTE- 91p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Classroom Observation Techniques; Cognitive Style; *Decision Making; Developmental Programs; Inservice Teacher Education; Knowledge Level; *Parent Participation; Parent Teacher Conferences; Preschool Education; School Choice; Training; *Urban Schools; Workshops
IDENTIFIERS- *Anecdotal Records; *Developmentally Appropriate Programs; Partnerships in Education

An effort was made to expand parents' comprehension of developmentally appropriate programs through increased

Project Challenge, a Tennessee Department of Education program to reduce at-risk student/teacher ratio in kindergarten through third grade classes in 17 rural Tennessee school systems. A summary of findings relating to the Student Teacher Achievement Ratio Project (Project STAR) and the Lasting Benefits Study is followed by discussion of the design and limitations of Project Challenge. The Tennessee Comprehensive Assessment Program (TCAP) achievement test was used to evaluate student achievement, and Project Challenge students were compared with students from Tennessee's 138 school systems. Results showed that from 1990 to 1991, 9 of the 17 systems in Project Challenge improved their statewide rankings in reading, and 10 Project Challenge systems improved their statewide rankings in mathematics. Continuous study is recommended as a means of documenting definitive effects from reduced class size and related school practices on student achievement. Eight tables of data and two figures are included, and a sample classroom information survey is appended. (MM)

ED 352 181 PS 020 978

Christensen, Lois M.; Dennis, Mary Beth
Translating Whole Language Child-Centered Teaching Theory into Practice for Preservice and First-Year Teachers or "But...What Does It Look Like in the Classroom?!"
PUB DATE- Nov 92
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (New Orleans, LA, November 12-15, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assignments; *Class Activities; Cooperative Learning; Elementary Education; Higher Education; *Learning Activities; *Methods Courses; *Preservice Teacher Education; *Theory Practice Relationship; *Whole Language Approach

The theory and practice of whole language teaching should be integral and simultaneous components of preservice teacher education. A number of instructional strategies and class activities can be used to provide preservice teachers with experiences similar to experiences they will provide to elementary school children. Examples of class activities include: (1) writing workshops during language arts and reading methods courses; (2) weekly workshops for collaborative work on assignments, thematic units, and projects; (3) shared reading of literature focusing on techniques of reading aloud and questioning, and exposure to current children's literature; (4) dialogue journals and learning logs in which students summarize the day's learning activities and ideas; (5) learning centers focusing on different topics, activities, and skills, which underscore the advantages of students moving at their own pace; and (6) shared field placements, in which students observe and participate each week in the literacy activities of a primary, multi-age, whole language classroom. Specific assignments in language arts and classroom management courses which can help education students understand the whole language philosophy include studies of children's authors and illustrators, the design and implementation of learning centers, the creation of child-centered bulletin boards, and the development of a unit using literature as the text. (AC)

ED 352 182 PS 020 980

consistent and thoughtful in disciplining toddlers. The booklet concludes with a section on how parents can ease their child's transition from home to school. Children entering school should: (1) be able to distinguish the size, color, and shape of objects; (2) understand the concepts of position, direction, time, and order; (3) possess talking, listening, and observing skills that will help them learn to read and write; (4) understand numbers and volume; (5) be at an appropriate level of physical development; and (6) possess appropriate social and emotional skills. (MDM)

ED 352 201 PS 021 025

Sholl, Wendy Colleen
Children's Conversations during Collaborative Writing: Friends Compared with Nonfriends.
PUB DATE- 10 Jul 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Context Effect; *Creative Writing; *Elementary School Students; *Friendship; Grade 4; Intermediate Grades; Peer Influence; *Peer Relationship; *Writing Processes; Writing Research
IDENTIFIERS- *Collaborative Writing; *Conversation; Story Writing; Writing Contexts; Writing Quality

This study investigated the effect of children's relationships on conversations that took place when children were working on a collaborative writing task, and examined the quality of the writing effort. A total of 62 fourth graders worked under three conditions: (1) individually; (2) with a best friend; and (3) with a nonfriend who was an acquaintance. The students based their stories on story prompts that covered familiar subjects. Results indicated that there were differences in the performances of friends and nonfriends on the collaborative writing task. This indicated that friends were more task-oriented and affirming than nonfriends in collaborative tasks. A sample transcript of a writing collaboration is included. (MM)

ED 352 202 PS 021 027

Seifert, Kelvin L.
Parents and Teachers: Can They Learn from Each Other?
PUB DATE- 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication Problems; Early Childhood Education; Parent Attitudes; Parent Conferences; *Parent Education; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Teacher Attitudes
IDENTIFIERS- National Academy of Early Childhood Programs

Most parent involvement programs are based on one of two implicit models: the parent education model, in which parents are offered lectures and information about children's learning and development, and the parent support or parent empowerment model, which recognizes that parents have specialized knowledge of their children and assumes that if teachers take this knowledge seriously, teaching can become more responsive to children's needs. Most new parent support formats have originated in conjunction with early childhood education. The National Academy of Early Childhood Programs (NAECP) has

Americans; Racial Bias; Sex Bias; *Sex Differences; Student Attitudes; Student College Relationship; Surveys; *Teacher Student Relationship
IDENTIFIERS- Student Satisfaction; United States (Southwest)

The purpose of this study was to determine factors affecting satisfaction of Mexican American (MA) and American Indian (AI) students with their doctoral programs. Faculty mentoring plays an extremely significant role in minority education. Previous research indicates differences between males and females in their interaction with faculty. Minority students, especially Mexican Americans and American Indians, are underrepresented among annual doctoral recipients. In this study, 214 MA and AI students attending 6 universities in 5 southwestern states were surveyed, with an overall response rate of 90.9 percent. Background characteristics were compared among four groups: MA and AI male and female students, based on analysis of variance. Principal components factor analysis identified 21 factors underlying 190 variables. Nine of the factors (42.9%) pertained to aspects of faculty mentoring. The two ethnic groups responded similarly on nearly all variables. There were, however, sharply contrasting responses between women and men. Although women excelled academically over men, they were more likely to report unsatisfactory academic experiences and low academic self-concept and to view their institutions as discriminatory. The results suggest that MA and AI doctoral students' feelings of belonging can be greatly facilitated or deterred by their faculty mentors. Lack of concern for these students by nonethnic faculty contributes to their sense of isolation. MA and AI doctoral students should have the opportunity to work with ethic-minority faculty and with mentors of their own gender. (Contains 36 references.) (TES)

ED 352 221 RC 018 865

McFaul, John
Traditional Values and Rural Education (Peasant Philosophy).
PUB DATE- 89
NOTE- 7p.; Speech given at the Annual Conference of the Society for the Provision of Education in Rural Australia (SPERA) (Canberra, Australia, 1987). Contains some handwriting.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Parent Teacher Cooperation; *Rural Education; *Rural Population; Rural Schools; Rural Sociology; *Rural Urban Differences; *School Community Relationship; Social Attitudes; *Social Values; Teacher Education; *Traditionalism
IDENTIFIERS- Australia; *Rural Culture

This brief address was given by a Australian dairy farmer, who served as a parent representative on a committee of teachers at a local school. The speaker draws his observations from his experience "bridging the gap" between teachers' understanding of school operations and the views of rural parents. Rural values, or "peasant philosophy," is defined as an old system of beliefs among people who are rooted to the land, drawing their sense of pride and purpose from hard physical work. Peasant philosophy is conservative and traditional. Although it doesn't change much from place to place, those who subscribe to it are loyal to their home territory. Rural people also possess a perception of time that extends across generations, and they generally mistrust far-away, official sources of power. For all course, teacher education students prepared for and taught elementary students in a small, rural school for one-day. The school enrolled 80 children in kindergarten through 4th grade and a combined class of 5th and 6th grades. There were six teachers and a principal who taught in the afternoon in the combined 5th and 6th grade class. Prior to the field experience, college students collaborated with classroom teachers in preparing the schedule for the day and developing learning activities on environmental themes. Students were required to write lesson plans for each learning activity and were encouraged to try out a variety of teaching methods including cooperative learning, learning centers, active learning, interactive techniques, and interdisciplinary methods. Students' narratives and papers about their field experience indicated they gained insight into the complexity of teaching; related their success and confidence to being prepared; realized the importance of planning but understood necessary adaptations to circumstances; and gained knowledge and experience in interacting with children. This field experience introduced beginning teacher education students to the complexity of teaching and to the roles of teachers and students in this process. (LP)

ED 352 240 RC 018 894

Rutherford, Barbara; Leach, Jennifer
4-H Clover Awareness Teaching Guide.
PUB DATE- Jul 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *After School Programs; *Agriculture; Elementary Education; Enrichment Activities; *Experiential Learning; Extension Agents; *Home Economics; Instructional Materials; Program Descriptions; Rural Education; Teaching Guides; Voluntary Agencies; *Volunteers; *Youth Clubs
IDENTIFIERS- *4 H Programs

The purpose of this teaching guide is to introduce children in grades 1-4 and their parents to the 4-H program without the long-term commitment of the traditional 4-H club. The 4-H Clover Awareness Program was designed as an after-school program; however, it could be used in other settings such as a day camp. In addition to introducing children to 4-H, program objectives include teaching participants about teamwork and cooperation and improving their self-esteem. The program consists of four 2-hour sessions that teach young people about computers, natural resources (fishing), Spanish, safety, and nutrition. This guide includes: (1) a basic program outline; (2) information on program implementation; (3) suggestions for recruiting and training volunteers; (4) information on the learning abilities, social behavior, and personal development of children ages 6-10 and teacher implications; (5) suggestions for recruiting participants; and (6) detailed descriptions of the program sessions including needed materials, equipment, and facilities. Each session consists of food preparation (snacks), games, physical activities, cultural awareness, and "hands-on" activities. Also included are a program evaluation form and sample letters to parents and volunteers. (LP)

ED 352 241 RC 018 895

information to assist them as they implement the Science 10 program in their classrooms. The introduction of the Science 10 program in Alberta provides an opportunity for teachers to move out of their particular discipline of expertise and explore with their students the larger area of science. Themes for this integrative approach come from the science content, from the nature of the science,and from the interactions of science with technology and society. Sections in this book include the following: "Learning Cycle Exemplars by Unit," "Concept Connections," "Cooperative Learning Activities," "Library Research in Science 10," and "Resources." Learning cycle lesson exemplars pertain to the following units: Energy from the Sun, Matter and Energy in Living Systems, Matter and Energy in Chemical Change, and Energy and Matter. (PR)

ED 352 259 SE 053 294

Roth, Kathleen J.; And Others
The Role of Writing in Creating a Science Learning Community. Elementary Subjects Center Series No. 56.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 103p.; Some tables contain small, dark, filled-in print which may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Classroom Research; *Concept Formation; *Constructivism (Learning); Discourse Analysis; Elementary School Science; Grade 5; *Intermediate Grades; Learning Theories; Science Education; *Science Instruction; *Writing Across the Curriculum; *Writing Assignments; Writing Research

At the same time that educators and researchers are identifying ways in which major reform and restructuring is needed in schools, research on student learning in science (and other subjects) from constructivist and conceptual-change perspectives is suggesting the potential for significant improvements in students' understanding of science and science concepts. The focus of the study was the role of writing and classroom discourse in supporting student understanding in science. This topic was explored across 4 months of fifth grade science instruction designed to promote students' conceptual change, using daily observations of teaching, analysis of student writing, teacher reflections, and interviews with students to trace student thinking and the role that writing and discourse play in student learning. Working collaboratively as part of an effort to create a school-university professional development school, the researchers in this study included university teachers and elementary school teachers. This paper presents a description of six student's writing during one unit of instruction, and a description of one lesson segment that illustrates the relationship between private writing and public discourse in this science classroom. Discussion focuses on the roles that writing played from both the teachers perspective and the students' perspectives and the contributions that writing made to the development of a science-learning community in this classroom. (PR)

ED 352 260 SE 053 299

Airozo, Diana; Warmbrodt, Robert D.
Biotechnology: Education.

adults and other special groups. The report features seminar objectives; the seminar process; an introduction of the participants; organizations and methods of work; on your mark; an introduction of the African Association for Literacy and Adult Education; an introduction to the Adult Education Association of Zambia; the official opening of the seminar; Dr. Sets'abi's vote of thanks; an overview of the basic Working Document; the concept of peace; militarism; violence; peace; liberation education and training for peace education; content of peace education; literature for peace education; media for peace education, exchange of experience; the target for peace education; Africa's troubled spots; non-interference in the internal affairs of another country; foreign military bases; final recommendations and resolutions; and an evaluation of the seminar. Two appendices also are included: (1) the opening speech by Mr. John Mwanakatwe, and (2) a list of participants. (DB)

ED 352 279 SO 021 874

Girod, Roger
Problems of Sociology in Education.
PUB DATE- 90
NOTE- 159p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Educational Background; *Educational Opportunities; *Educational Sociology; Educational Theories; Elementary Secondary Education; Equal Education; Equal Opportunities (Jobs); Foreign Countries; Global Approach; Higher Education; Informal Assessment; International Education; *Knowledge Level; *Social Theories

This book examines some of the main problems arising in the sociology of education, and seeks to shed light on the methods that are frequently employed to study them. An attempt is made to distinguish the formal level of education from the real level of education. On the basis of the formal level of education researchers can divide populations into categories according to the highest level attained in the education system. The real level of education, on the other hand, is the level of knowledge that individuals actually possess but that has no formal expression. The formal level and real level often bear little or no relation to one another. The problem of inequality of opportunity is explored in terms of access to education. Research methods used to explain inequality of opportunity consist of techniques for distinguishing the effects of the factors that account for the differences. For example, these techniques are used to estimate what proportion of the inequality of real levels of education can be attributed to an individual's social background and what proportion attributed to one's formal level of education. An analysis utilizing these same techniques is undertaken in an attempt to explain the distribution of occupations. A substantial bibliography is included. (DB)

ED 352 280 SO 022 019

Laney, James D.
Economic Reasoning in Hypothetical vs. Nonhypothetical Time-Allocation Decisions.
PUB DATE- 91
NOTE- 18p.

environment of Catholic schools, and of the teachers, parents, and students associated with Catholic schools. The research showed that student from Catholic schools scored higher on virtually all outcome measures than did students from public schools, even when relevant demographic characteristics of the students were controlled. This document is organized into nine chapters. Chapter 1 is an introduction. Chapter 2 is a critical review of the major studies on Catholic schools. Chapter 3 describes the demography of Catholic schools. Chapter 4 presents a review of the research concerning three types of Catholic school outcomes: academics, religious, and values. Chapter 5 looks at the research on the environment of Catholic schools in five themes: the school as community; differences in the cultures of Catholic schools and public schools; the academic climate of Catholic schools; discipline and order; and the development of the faith community. Chapter 6 examines the research on Catholic school teachers. Chapter 7 describes the research on parental choice of Catholic schools. Chapter 8 presents the research on two themes concerning students: minority students in Catholic schools, and the comparison of single-sex with co-educational Catholic high schools. Finally, Chapter 9 summarizes the important findings from the research on Catholic schools; addresses the question of the relative effectiveness of Catholic and public schools; and identifies some directions for future research, including attention to methodology, the establishment of research priorities, and the continuing examination of important topics relating to Catholic schools. A lengthy list of references is included. (DB)

ED 352 302 SO 022 614

Koza, Julia Eklund
The "Missing Males" and Other Gender-Related Issues in Music Education: A Critical Analysis of Evidence from the Music Supervisors' Journal, 1914-1924.
PUB DATE- 92
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 22, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Educational Change; *Educational History; Educational Practices; Educational Research; Elementary Secondary Education; *Equal Education; Females; Feminism; *Males; *Music Education; *Scholarly Journals; *Sex Bias; Sex Differences; Sex Discrimination; Sex Fairness; Sex Role; Sex Stereotypes; Student Participation
IDENTIFIERS- *Music Supervisors Journal

Boys' reluctance to participate in music education programs, particularly in school singing groups -- termed in this paper the "missing males" problem -- is just one among many pressing gender problems in music education. In order to discover whether boys' lack of participation in music, along with other gender-related issues, are merely recent phenomena, the study sought to discover whether these issues were of concern to music educators in the early part of the 20th century. A descriptive study of the Music Supervisors' Journal, a publication of one of the earliest music educators' organizations in the United States, was conducted. The goal was to identify all educational issues that today would be considered explicitly gender related and to analyze the explanations past music educators gave for the existence of educational reform efforts which emphasize the development of basic and complex thinking skills, this paper describes a model designed for curriculum planning which integrates ideas from critical thinking experts. The model's theoretical basis is built upon four different curriculum planning approaches: competency-based, ability-based, concept-based, and the Thinking Skills Model, each of which is described and explained as an aspect of the planning model as a whole. The model identifies the various essential elements of systematic curriculum planning, and the example used is a teacher competency chosen from the Teachers' Preparation Program of Cayey University College (Puerto Rico), a program with three main components: Educational Foundation, Methodology, and Practice Teaching. Once the competency and thinking skills are selected they become the basis for the elaboration of the other components of the model, which takes the required content across the curriculum and shows its depth and scope through three different levels of a student's cognitive and professional development: beginner, intermediate, and advanced. To illustrate the model, a topic and a teacher competence are presented in chart form and much of the text of this report is given over to a detailed explanation of each of the chart's 10 columns, or categories. A sample lesson is also provided. (LL)

ED 352 322 SP 034 110

Campbell, Dan; Winterstein, Andrew P.
The Certified Athletic Trainer: Is Your School System Missing a Key Player?
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Allied Health Personnel; Athletic Coaches; *Athletics; Certification; Health Education; High Schools; Junior High Schools; *Legal Responsibility; Middle Schools; Physical Education; *Sports Medicine; *Teacher Role
IDENTIFIERS- *Athletic Trainers; National Athletic Trainers Association

An athletic trainer (ATC) who is certified by the National Athletic Trainers Association (NATA) is an allied health professional with specific expertise in prevention, recognition, and care of injuries to athletes. Such individuals are college-degreed specialists in sports medicine who practice under the direction of a physician. ATCs perform six specific tasks: prevention of athletic injuries; recognition and evaluation of athletic injuries; management, disposition, and treatment of athletic injuries; rehabilitation of athletic injuries; organization and administration of athletic training programs; and education and counseling of student-athletes. In secondary schools, athletic trainers not only serve as a link between the coach, physician, parent, and athlete, they also help provide liability protection for the school and school district. Four methods can be used by a school to obtain the services of an ATC, each with its own advantages and disadvantages of service, cost, and protection against liability: employing a full-time ATC, a teacher/ATC, a district ATC, or a contracted ATC from a local sports medicine clinic. NATA recommends that graduates of NATA-approved programs seek teacher certification in areas other than health and physical education to enhance their employment potential. Each year, millions of secondary school students suffer sports-related

Curriculum; Teacher Effectiveness
IDENTIFIERS- Central Missouri State College; Fund for Improvement of Postsecondary Education

As part of a Funds for the Improvement of Post Secondary Education (FIPSE) grant, the Department of Curriculum and Instruction at Central Missouri State University is redesigning its 28-hour Secondary Professional Sequence (required for secondary education majors). The department identified and developed 45 teaching competencies reflecting 7 general goals and specific measurable outcomes for its teacher education graduates. A survey incorporating a 4-point Likert-type scale reflecting each of the 45 teaching competencies was mailed to 200 public school teachers and administrators. The purpose of the research was to identify those competencies considered important by professional educators and to examine the differences between teachers' and administrators' perceptions of what is important for an effective teacher. Findings provided the department some validation of those competencies it considers important for educators and some insight into what teachers and administrators consider important for an individual to be an effective teacher. It was recommended that perceptions and opinions of local teachers should be considered when evaluating its programs. Additional respondent comments, a copy of the survey, and 17 references are included. (LL)

ED 352 341 SP 034 199

Klinzing; Hans Gerhard; Floden, Robert E.
The Development of the Microteaching Movement in Europe.
PUB DATE- Jul 91
NOTE- 63p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Educational Practices; Educational Research; Education Courses; Education Majors; Elementary Secondary Education; Foreign Countries; Higher Education; *Microteaching; *Program Effectiveness; Student Teaching; *Teacher Education Programs; Teaching Experience; Teaching Methods; Teaching Skills; Videotape Recordings
IDENTIFIERS- Africa (South); Europe; Germany; Reform Efforts; United Kingdom; United States

This paper describes the development and dissemination of microteaching methods in Europe and some African countries, with emphasis on the United Kingdom and Germany. A tool for teacher preparation, microteaching trains teaching behaviors and skills in small group settings aided by video-recordings. Consistent with education reform efforts, the European microteaching movement grew out of a dissatisfaction with three features of the prevailing model of traditional teacher education programs: (1) that student teachers could become reflective and skilled practitioners by separating academic studies from practical experience; (2) professional education courses; and (3) inadequate and unsystemmatic field observations and experiences. Attempts to reform and democratize universities and colleges, development of other laboratory-based teacher training methods, the revival of empirical analytical research, and introduction of video into educational settings are presented. Also presented are: adaptations, developments, and uses of microteaching in Europe; a comparison of the United States and European approaches; and a discussion of research on microteaching in Europe. An the school culture--as predictors of instructional practice. Participating in the study were 117 classsroom teachers in 2 elementary and 2 middle schools. All were given surveys to complete which included items on teachers' goals for their students, and teachers' pedagogical beliefs, perceptions of their school's culture, and instructional practices. Consistent with the literature, findings suggest that goal stresses manifested in teachers' instructional practices are strongly related to teachers' pedagogical beliefs and to the achievement goals they hold for students, and that teachers' perceptions of their school's dominant values, beliefs, and goals influence their behavior. A copy of the survey instrument and 44 references are included. (LL)

ED 352 360 SP 034 244

Andreas, Dick
Ethnography of Biography: Student Teachers Reflecting on "Life-Stories" of Experienced Teachers.
PUB DATE- Apr 92
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biographical Inventories; Classroom Observation Techniques; Context Effect; *Cooperating Teachers; Course Content; Educational Environment; Education Courses; *Ethnography; Foreign Countries; Higher Education; Personal Narratives; Preservice Teacher Education; Secondary Education; *Student Research; *Student Teachers; Teacher Attitudes; Teacher Behavior; *Teaching Experience
IDENTIFIERS- Switzerland

This paper explores the use of ethnographic biography as a source of information and reflection for student teachers. Ethnographic methods combine observation of a subject's teaching environment or context, examining the present rather than the past. Information can then be made available to student teachers in need of a personal viewpoint on teaching to complement that which they learn in school. By offering student teachers the opportunity to make biographies of other teachers about their shared profession, not only they but experienced teachers as well can discover patterns of experience in relation to school culture, thereby enabling novices to take a more realistic view of teaching. The study described here is a model offered to student teachers in Fribourg (Switzerland) near their final semester of course work. It is a student-centered approach to critical ethnography that reveals biographical dimensions of both the expert teachers who are the focus of the ethnographic research and the student teachers who are conducting the research. The resulting narratives reveal common concerns, anxieties, sorrows, prejudices, and presuppositions, and they offer a way of bringing more context into student teachers' teaching curriculum. (Contains 45 references.) (LL)

ED 352 361 SP 034 247

Michael-Bandele, Mwangaza
Who's Missing from the Classroom: The Need for Minority Teachers. Trends and Issues Paper, No. 9.
SPONS. AGENCY- Office of Educational Research and Improvement

(Nathaniel L. Fisher); "Cultural Diversity on College Campuses: The Leadership Role of the Academic Vice-President" (Carol Everly Floyd, Catherine N. Batsche); "The Diversity Continuum: Enhancing Student Interest and Access, Creating a Staying Environment, and Preparing Students for Transition" (Karen A. Myers, Robert Caruso); and "The Historical Role of ICBCHE: In Search of a Critical Mass" (Charles E. Morris). (GLR)

ED 351 922 HE 025 980

Chaffee, Ellen Earle; Sherr, Lawrence A.
Quality: Transforming Postsecondary Education. ASHE-ERIC Higher Education Report No. 3, 1992.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 145p.; For the ERIC Digest on this subject, see ED 350 972.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrative Principles; *College Administration; College Outcomes Assessment; Cooperative Planning; Educational Demand; *Educational Improvement; *Educational Quality; *Faculty College Relationship; Higher Education; Operating Expenses; Productivity; *Quality Control
IDENTIFIERS- *Total Quality Management

Many colleges and universities, in responding to public demand for higher education and the external challenges it creates, are employing Total Quality Management (TQM) techniques to improve quality, increase productivity, and decrease costs. The quality improvement process itself (the tools for problem identification and developing solutions), largely ignored in the past by academic organizations, is now being studied and applied. The TQM process involves the complete transformation to a quality orientation and requires top-level commitment followed by substantial and comprehensive re-education of all personnel. In addition, the administration must develop a cooperative climate for change and recognize that the faculty play the most important role in developing the concept of continuous quality improvements and other TQM principles as they apply to academic activity. This report examines what quality is and what it requires, the technical system and tools for improving quality, and the type of administrative system required to allow the quality process to be successful. Finally the process of improving academic quality in the curriculum and classroom, as well as its assessment is discussed with emphasis on the student as the beneficiary. An appendix contains the Criteria for the 1992 Malcolm Baldrige National Quality Award. Contains 93 references and an index. (GLR)

ED 351 923 HE 025 981

Halamandaris, P. G., Ed.; Serfaty, Meir, Ed.
Small Universities' Response to International Development. Proceedings of the International Education and Small Universities' Conference/Workshop (Brandon, Manitoba, Canada, March 20-22, 1990).
PUB DATE- 20 Mar 90
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Colleges; Conferences; *Cooperative Programs;

Education Is Necessary To Assure a Just and Economically Successful Society? Colorado Commission on Higher Education Master Plan Background Paper.
PUB DATE- 1 Sep 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; College Students; Degrees (Academic); *Demography; *Economic Change; Economic Development; Economic Impact; Educational Assessment; Educational Finance; Educational Trends; Higher Education; Information Services; *Long Range Planning; Minority Groups; Needs Assessment; Services; State Colleges; State Universities; Statewide Planning
IDENTIFIERS- *Colorado; *State College and University Systems

This paper presents an evaluation of Colorado's educational needs related to economic competitiveness and to providing equal access to higher education. The paper looks at the Colorado economy's shift toward an information/service based system. Thus the paper argues, the educational needs of Colorado's workforce are higher and to maintain its competitive edge, those needs must be met. Also discussed are demographic shifts changing the makeup of the future workforce which will be older, more female and more diverse. Also, the paper argues, demographic shift will not lead to an equitable distribution of educational participation without efforts to increase the participation of previously disenfranchised individuals. Consequently a statewide ethnic minority graduation goal of 18.6 percent by the year 2000 has been adopted. If that goal is funded by the state, the public institutions would need to graduate an additional 1,484 minority graduates above current projects in the year 2000. The paper argues that if Colorado public educational institutions are to continue to produce their current percentage of the demand for sub-baccalaureate and baccalaureate degrees, the estimated annual cost to the state for public institutions to meet that demand is $45 million above the costs already estimated in the higher education demand projections. Ten references are included. (JB)

ED 351 942 HE 026 003

Wangerin, Paul T.
Part-Time Higher Education and Related Issues: An Annotated Bibliography for Legal Educators.
PUB DATE- Oct 92
NOTE- 26p.; Paper presented at the American Bar Association Conference on Part-Time Legal Education (Cleveland, OH, October, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Distance Education; Higher Education; *Legal Education (Professions); Online Systems; *Part Time Students; Professional Continuing Education; Reference Services

This annotated bibliography presents 163 references on legal education, part-time higher education, continuing, adult and distance from a broad range of authors and sources within and outside the legal education field for those interested in part-time legal education. An introduction discusses biases against part-time legal education within the legal education field and

(Susanne B. Darnell); "Transforming Learners into Scholars through Writing" (Carole Ganim); "Diversity in the Classroom: Group Strategies" (Miriam Ben-Yoseph and Edward Harris); "Those Who Sell, Organize, Compute, Write, Market, Design, Manage... May Also Be Able to Teach With Little Stimulus from an Academic Institution. However, Are Part-Time Faculty Receptive to Programs to Improve Vitality?" (Mark Fenster); "Developing, Assessing, and Improving Faculty Quality through Peer Review" (Donald B. Clardy and Elaine Cahalan Hollinsbe); "The Dilemma of Practitioner Research: Lessons from Ethnography and Practice" (Irene Philip Stoller); "Illuminative Evaluation: A Strong Measure of Academic Advising Effectiveness for the Adult Learner" (Mary J. Didelot); "Questioning Adult Learners" (Sylvain Nagler and others); "Academic Advising as a Basis for Program Development" (Karla Klinger); "Factors Contributing to the Importance of Advisors" (Diane Ganiere and Patrick Kavanaugh); "Library Services for Adult Students: What Difference Do They Make?" (Susan Swords Steffen and Gary S. Ruther); "The Contact Hour Conundrum: What Difference Does It Make? The Impact of Reduced Contact Hours in a Degree Program for Working Adults" (Lillian Barden); and "Hello Out There: Getting In Touch With Potential Students" (Michael C. T. Brookes and Margaret Watkins). (GLR)

ED 351 961 HE 026 024

George, Eric W.
Employment of Women Holding Tenure-System Teaching Positions at Kentucky's Universities and Community Colleges Hits Record High 1990. Staff Report 92-2.
PUB DATE- Mar 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Blacks; *College Faculty; Community Colleges; Comparative Analysis; *Employment Opportunities; *Employment Patterns; *Equal Opportunities (Jobs); Ethnic Groups; Higher Education; Personnel Selection; Promotion (Occupational); Tenured Faculty; Trend Analysis; Universities; *Women Faculty
IDENTIFIERS- *Kentucky

This staff report presents data on tenured and non-tenured female faculty employment in Kentucky's university system and an analysis of employment patterns of the state-supported institutions of higher learning. Among the findings are the following: (1) the addition of 306 women teachers to the tenure system lifted both the number and percentage of female faculty to a 16-year high; (2) six of the nine state universities (counting the community college system as one university) employed more tenure-system women in 1990 than in 1987; (3) Kentucky State University lost more tenure-system women than any other state university; and (4) Kentucky's universities included about 3.9 percent black females in their tenure system in 1990, which was more than in any other year. However, black women held proportionally fewer tenure-system positions than in all but two of the last 16 years. In addition, the report shows that 4 out of 10 faculty on track for tenure consideration were female. Kentucky's colleges and universities also employed more black and Asian/Pacific women in tenure-track positions, but failed to reach new highs. The employment statistics suggest that Kentucky's colleges and universities are willing to act on their responsibility to raise the percentage of tenure-system women to levels more comparable to the percentage of tenure-system men. (GLR)

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Church Related Colleges; College Faculty; Faculty College Relationship; *Faculty Mobility; *Faculty Recruitment; Higher Education; *Religious Education; Religious Organizations; Teacher Attitudes; *Theological Education
IDENTIFIERS- *Roman Catholic Church

This publication presents results of a four part study done of Roman Catholic seminary faculty and their recruitment and retention as well as historical background and extensive commentary. The study developed four surveys for seminary faculty, bishops, religious superiors, and seminary administrators, respectively. Of the instruments mailed to the selected populations, 235 faculty, 128 bishops, 121 religious superiors, and 38 administrators responded. A commentary section in two parts offers, first, the reflections of Robert J. Wister on the past and recent past of seminary establishment and administration as well as the transitions taking place in the last few decades and suggestions for the future and, second, the comments of Katarina Schuth on the working conditions at seminaries now and in the future. An executive summary of the study results offer profiles of the respondents and their responses. Further sections offer more detailed analysis of the study of the seminary faculty (profile of respondents, answers to an openended section of the survey, and the instrument and raw data), the studies of the bishops and religious superiors, and the study of seminary administrators' experiences hiring faculty. (JB)

ED 351 981 HE 026 048

Gellert, Claudius
The Emergence of Three University Models. Institutional and Functional Modifications in European Higher Education.
SPONS. AGENCY- Commission des Communautes Europeennes (Luxembourg).
PUB DATE- Aug 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Colleges; Differences; *Educational Assessment; Educational History; Educational Objectives; Evaluation Methods; Foreign Countries; *Higher Education; Institutional Characteristics; *Institutional Role; Models; Outcomes of Education; Political Influences; *Universities
IDENTIFIERS- *Europe

The purpose of this paper is to determine the extent of major structural differences in European higher education and to analyze a number of recent developments within this institutional framework. One of the major changes occurring in European universities since their beginnings in Bologna and Paris has been the elevation of the research function to a primary role. The paper first traces the conceptual origins of this function in Germany, and then compares it with two major historical modifications of that model, the English and American ones. The paper then goes on to present a classification model of tertiary education in Europe for further descriptive and analytical purposes. This is followed by some theoretical considerations of problems which occur in the analysis of processes of institutional diversification. Finally, the paper highlights some of the actual developments

Library and Information Sciences, Certificate Programme in Food and Nutrition, and research programs leading to doctoral degrees in Development Studies; (2) organizational structure, i.e., it is centered in the state capital with a network of 60 study centers throughout the state; (3) student support services, i.e., support for lessons, which are in a self-instructional format, are provided by library, audiovisual, and laboratory services at the study centers; (4) face-to-face components, i.e., the contact-cum-counselling classes for students; and (5) the distance factor in face-to-face communication, which is accommodated by use of the study centers as a base where students, tutors, and counselors can come together. (Contains 8 references.) (ALF)

ED 351 999 IR 015 827

Keough, Erin
Distance Education at Memorial University of Newfoundland.
PUB DATE- Jul 90
NOTE- 16p.; In: Experiences in Distance Education: Report of a Conference Sponsored Jointly by the Commonwealth of Learning and the University of the West Indies (Kingston, Jamaica, July 14-16, 1990); see ED 347 311.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; Correspondence Study; *Distance Education; Educational Technology; Evaluation; Foreign Countries; Health Education; Instructional Design; Instructional Development; Nontraditional Education; Postsecondary Education; Program Descriptions; Secondary Education; Services; Telecommunications; *Teleconferencing
IDENTIFIERS- *Audiographics; Memorial University of Newfoundland (Canada); Telemedicine Centre NF

This presentation describes the distance education program at Memorial University (Newfoundland), which operates the Telemedicine Centre, including an audiographic, teleconference network that uses a combination of hardware and software to turn an MS DOS computer into an interactive long distance blackboard. Topics covered by the presentation include: (1) the distance education set-up at Memorial University, including the role of the Telemedicine Centre within the distance education framework of the university; (2) teleconference programs, 40% of which are health related; (3) print and teleconferencing in distance education at Memorial University; (4) the history of distance education at Memorial from the mid-1960s to the present; (5) institutional considerations, including broadening activities to include delivery outside the university curriculum; (6) support mechanisms and academic counselling for students; (7) management and staffing; (8) the importance of uniformity of technology; (9) support provided by instructors as content experts and providers; (10) course design, course selection, learner environment, and availability of libraries; and (11) program evaluation. (ALF)

ED 352 000 IR 015 828

Beaudoin, Michael F.; And Others
Distance Education Symposium: Selected Papers, Part 1. Papers Presented at the American Symposium on Research in Distance Education (2nd, University Park, Pennsylvania, May 1991). ACSDE Research Monograph Number 4.

Curriculum for Functions and Graphs.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 14 Jul 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; Cognitive Processes; *Cognitive Psychology; Computer Assisted Instruction; *Constructivism (Learning); Courseware; Educational Technology; *Epistemology; Graphs; Group Activities; Junior High Schools; Psychological Studies
IDENTIFIERS- Linear Functions

This paper speaks to the challenges, risks, and rewards of teaching about linear functions in a technology-rich environment from a constructivist perspective by describing a Foundations of Algebra class, which was designed and taught to junior high school students in such an environment in the summer of 1991. The design and implementation of the class were based on cognitive science research on linear functions and made use of computer software designed to help students make connections between the algebraic and graphical representations of functions. The introduction to this paper describes the Functions Research Group at the University of California at Berkeley and its research on how students learn about linear functions using the computer program "Grapher." Technology and constructivism are then briefly discussed and the course is described in detail, noting that it met for a total of 36 hours and the students were 22 racially and socioeconomically diverse adolescents in the eighth and ninth grades. A discussion of challenges posed by the constructivist approach in the classroom presents two vignettes that consider the teacher's role in two types of activities: computer labs and activities where students worked in small groups to explore, extend, and apply ideas, and whole class discussions where the results of these explorations were probed and extended. Some rewards of constructivism in the classroom are suggested, and a discussion of issues involved in constructivist teaching concludes the paper. (Contains 12 references.) (ALF)

ED 352 018 IR 015 851

Wellburn, Elizabeth
Information, Telecommunications and Learning: A Review of the Research Literature.
PUB DATE- 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Style; Computers; Educational Technology; *Epistemology; *Evaluation Methods; *Learning Theories; Psychological Studies; *Research Methodology; Science and Society; Student Role; Teacher Role; *Telecommunications; *Teleconferencing
IDENTIFIERS- *Computer Mediated Communication

The basic premise for this paper is that any educational program or technology should be evaluated on the basis of the theoretical foundations or perspectives on which it is collections and others had access to major research library holdings. Of the 636 requests, 140 went to libraries. Requests were sent by OCLC (Online Computer Library Center), facsimile transmission (fax), telephone, and Federal Express; articles were delivered by surface mail, fax, and Federal Express. The results of the project were mixed. Commercial suppliers were slightly less successful, on average, than libraries in order fulfillment. While some vendors were both inexpensive and slow, libraries and vendors averaged about the same delivery speed. Eliminating requests that were supplied free of charge, the average cost per request was $12.11. The most frequent problems were extremely long response times or not sending a fax when requested. Fax quality was not a major complaint among patrons. Only one commercial supplier stood out in terms of fulfillment success and delivery time. The examination of commercial suppliers did not provide a clear alternative for filling requests for journal articles, but it did make librarians more aware of the available options and the need to balance time and expense in document delivery. Vendor performance is described in the narrative report and in appended tables that show the overall success rate; indications of average delivery times for fax delivery, mail delivery, and overall average; average costs broken down into fax costs, mail costs, and overall average costs; and the proportion of problems experienced in relation to the total number of requests. (KRN)

ED 352 037   IR 054 259

The Florida International University Libraries and the Americans with Disabilities Act 1990: An Overview with Recommendations for Compliance.
PUB DATE- Jul 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); College Libraries; Communication Aids (for Disabled); Higher Education; Learning Disabilities; *Library Equipment; Library Facilities; Library Services; *Physical Disabilities; Signs; Staff Development
IDENTIFIERS- *Americans with Disabilities Act 1990; Florida International University; *Vendors

This report explores the significance of the Americans with Disabilities Act of 1990 (ADA) for the Florida International University Libraries and describes adaptations that can be made to insure compliance with the law. Following a discussion of the law and definitions of terms, the paper lists auxiliary aids and services that should be purchased to better serve the needs of disabled persons with visual, hearing, and mobility impairments and combinations of these impairments. The name, price, vendor, and vendor phone number are given for equipment designed to adapt online catalog terminals for people with low vision; people who cannot see or read print; people who are blind and deaf; and people who are unable to use a keyboard. The paper also describes general services that would benefit the libraries' disabled users; furnishings that make materials and services available to those who use wheelchairs; signage systems that meet the needs of persons with visual, hearing, and mobility limitations; interior and exterior architectural decreased their rate of publication from 1984-85 to 1990-1991 by 5% while the male rate increased by about the same amount. The average publication output of female authors in both time periods was about five pages, while that of males was about seven. Articles were coded according to five broad subject areas and analyzed accordingly: 50% were assigned to subjects related to library operations; 21% percent to aspects of automation of library processes; 29% to information technology, 24% to information systems, and 12% to end users. Over the two periods of time, there was a significant increase in the number of articles assigned to the subject of reference services and a decrease in the articles on circulation. Articles related to optical technology increased the most over the two periods. Outlines of study procedures and a list of the journals from which citations were sampled are appended. (Contains 23 references.) (KRN)

ED 352 055 IR 054 295

Miley, David W.
Automating Reference Desk Files with Microcomputers in a Public Library: An Exploration of Data Resources, Methods, and Software.
PUB DATE- Dec 91
NOTE- 58p.; M.L.S. Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Comparative Analysis; *Computer Software Selection; *Database Management Systems; *Evaluation Criteria; *Information Management; Public Libraries; *Reference Services
IDENTIFIERS- Akron Summit County Public Library OH; IBM Personal Computer; *Vendors

Many reference librarians still rely on manual searches to access vertical files, ready reference files, and other information stored in card files, drawers, and notebooks scattered around the reference department. Automated access to these materials via microcomputers using database management software may speed up the process. This study focuses on how two divisions of the Main Library of the Akron-Summit County Public Library--Science and Technology, and Philosophy, Religion, and Education--acquire, store, distribute, and use reference information, and examines four software products to determine which one would best meet these needs. Thirteen criteria were established for ranking the software, the most important of which were low-cost, user friendliness, IBM-compatibility, full-text capability, and searching ease. Such a system should be easy to use and low in cost. Four software products were selected and tested: askSam 5.0, Info Select 2.0, FoxPro 2.0, and Q&A 4.0. Test results favored askSam, although automation can be achieved with a number of different products and methods. It is concluded that automating reference files could be a worthwhile project. (Contains 105 references.) (KRN)

ED 352 056 IR 054 296

Nelson, James A.
The Context of Bibliographic Instruction: An Analysis of the Journal Literature.
PUB DATE- Jul 92
NOTE- 50p.; M.L.S. Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Information

of study) prior to enrolling at JCCC; (2) nearly 91% of the respondents working full-time in related jobs had progressed in their careers since completing their course of study; (3) the hourly wage of respondents employed full-time in related jobs was $14.00, as compared to $11.74 for those surveyed in 1990; (4) 81% of the respondents expressed satisfaction with their full-time related job, and 84% rated the working conditions, level of responsibility, and the job in general as "excellent" or "good"; (5) 29% rated their opportunities for job advancement as "fair" or "poor"; (6) nearly 94% of the respondents indicated that their experiences at JCCC had improved the quality of their lives; (7) over 70% indicated that their JCCC experience had enhanced their self-confidence and improved their decision-making; and (8) 50% of the respondents had pursued additional education since completing the JCCC career program, and only 23% indicated that they had no plans to continue their education. Detailed data tables and the survey instrument are included. (PAA)

ED 352 074   JC 920 580

Conklin, Karen A.
Educational Goal Attainment: A One-Year Follow-Up Study of Nonreturning JCCC Students.
PUB DATE- Oct 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Outcomes Assessment; Community Colleges; *Dropout Attitudes; *Dropout Characteristics; Dropout Research; *Dropouts; Followup Studies; *Participant Satisfaction; School Effectiveness; *Student Educational Objectives; Tables (Data); Two Year Colleges; Two Year College Students; Vocational Education; *Withdrawal (Education)
IDENTIFIERS- *Johnson County Community College KS

In 1991, a study was conducted at Johnson County Community College (JCCC), in Kansas, of "leavers," those students who were once enrolled at JCCC, but did not graduate, transfer to another institution, or complete a career program. Questionnaires were mailed to 1,860 students identified as leavers who had been enrolled at JCCC during fall 1990, spring 1991, or summer 1991. Survey results, based on a 23% response rate, included the following: (1) three out of four respondents had completely or partially achieved their JCCC educational objective; (2) 7 out of 10 of the respondents indicated that their self-confidence had been enhanced by attending JCCC; (3) approximately 65% of the respondents who had completed 15 or more credit hours, and 55% of those age 25 and older, indicated that JCCC had helped them to broaden their knowledge of the arts and sciences; (4) 6 out of 10 respondents indicated that JCCC had helped them to improve their written skills; (5) three out of four respondents indicated that their experiences at JCCC had improved their quality of life; (6) over 95% would recommend JCCC to friends, while 80% would encourage their own children to attend the college; and (7) primary factors for leaving JCCC included work schedule conflicts (30.2%), completed desired coursework (20.9%), financial difficulties (18.8%), lifestyle change, such as marriage or pregnancy (15.9%), and family or personal problems (10.2%). Data tables, verbatim responses, and the survey instrument are provided. (MAB) described under Financial Services), making the manual convenient for managers but not for users. To address this problem, a task force of manual users was convened and the decision was made to completely re-write the manual. To edit the new manual, three staff members were formally trained by Information Mapping, Inc., in the Information Mapping documentation standard. This standard utilizes tables and other graphic devices within the main body of the text. All documentation is maintained electronically in computer files so that revisions can be made more easily. Sample pages and text from the original and the revised CPCC "College Services User's Manual," and a list of information sources are included. (PAA)

ED 352 091 JC 930 012

Matthews, Don
An Infrastructure for Continuous Intake Individualized Education and Infrastructure for Learning Management.
PUB DATE- 92
NOTE- 71p.; Paper presented at the National Institute for Staff and Organizational Development's Annual International Conference on Teaching Excellence and Conference of Administrators (14th, Austin, TX, May 24-27, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Assisted Testing; *Computer Managed Instruction; Distance Education; Educational Technology; Electronics; Foreign Countries; *Individualized Instruction; *Learning Modules; Management Systems; Two Year Colleges
IDENTIFIERS- *Humber College ON

At Humber College (HC) in Toronto, Ontario, Canada, the Digital Electronics (DE) program utilizes a computerized learning infrastructure called Computer Managed Learning (CML). The program, which has been under development for several years, is flexible enough to build a unique program of studies for each individual student and allows for the continuous, year-round intake of students. The DE program involves a sequence of learning modules, each with a defined goal and a sequence of stated objectives to meet that goal. The CML system is able to test a student's success in reaching each objective and can generate study guide packages with learning activities for each objective. For each objective, students complete open-book homework assignment questions generated by the computer before moving on to the next module. Students must achieve a minimum grade within a set number of tries before a mandatory intervention by the evaluator. Students can access the CML system on campus, or from a home computer using a modem. The CML system provides a comprehensive set of statistics on individual as well as group success, allowing instructors to continually identify and correct weaknesses in the system. Using the concept of "Tree Branching," CML modules can be mixed and matched into various logical sequences to produce new programs of instruction. Attached to the conference paper is a set of five learning modules, each with objectives and learning activities, developed for use in understanding and implementing CML systems and techniques: (1) Infrastructure for Learning Management; (2) Individualized Instruction; (3) Continuous Intake; (4) Computer Managed Learning; and (5) Learning Management Systems. (PAA)

George's County failed to provide the state mandated 28% of PGCC's annual revenues, providing less aid per student than its four peer counties in the study. Between FY's 1986-90, Prince George's County allocated 1.2% or less of its budget to PGCC, representing half of that provided by peer counties to their community colleges. In 1991, results of the study were presented to the County Executive and published in the college's Master Plan (1992). As a result of the study, the charge of high tuition was diffused, and a planned cut in the county's contribution was averted. A series of suggestions for achieving similar successes through the use of institutional research and data tables from the county aid study are included. (PAA)

ED 352 108 PS 020 558

Filp, Johanna; Undurrage, Consuelo
La atencion preescolar en Chile: desafios para la redemocratizacion (Preschool Care in Chile: Challenges for Redemocratization. Discussion Paper No. 13).
PUB DATE- 89
NOTE- 28p.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; Child Health; Childhood Needs; *Child Welfare; Community Programs; Economically Disadvantaged; Foreign Countries; *National Programs; *Nutrition; Parent Education; Parent Participation; *Poverty Areas; *Preschool Education; Rural Areas; Urban Areas; *Young Children
IDENTIFIERS- *Chile

This paper examines the current status of programs for preschool children in Chile. Section 1 of the paper provides an overview of the situation of preschool children in Chile. The country's population includes more than 1.6 million children between the ages of 0 and 5 years 11 months, and in urban areas, 18.4 percent of children between the ages of 0 and 6 years live in extreme poverty. Figures on child mortality; incidence of malnutrition; norms for sensory, psychomotor, and intellectual development; and participation rates in preschool programs are presented. These presentations particularly focus on poor children. Section 2 discusses the objectives of and differences between infant care programs, which focus on ensuring the healthy development of all children, and preschool education programs, which emphasize cultural, psychomotor, affective, and social development. Sections 3 and 4 describe the major public, private, and community-based young child welfare programs currently existing in the country. These programs include those which focus on nutrition, parent and family involvement, cultural development, and intellectual growth. The final section offers recommendations regarding the expansion of school readiness programs; the incorporation of popular culture into the content of programs; the clarification of the responsibilities of different government agencies; the expansion of access to care programs to children in urban areas; the implementation of parent education programs in rural areas; the development of community programs; the development of compensatory, remedial, and cultural programs; and ways to meet other needs. (Contains 26 endnotes.) (AC)

ED 352 109 PS 020 623

Burgett, Maxine

School Teachers in Their Use of Observation Techniques.
PUB DATE- 92
NOTE- 93p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Check Lists; *Classroom Observation Techniques; *Elementary School Teachers; Inservice Teacher Education; *Observation; Primary Education; Questionnaires; Skill Development; *Student Evaluation
IDENTIFIERS- *Anecdotal Records; *Event Sampling

This practicum report describes an intervention to increase teachers' skill and confidence in the use of classroom observation techniques in a school serving children from kindergarten through second grade. Goals of the intervention were that teachers would: (1) recognize six types of observation; (2) implement two types of observation in their classroom; (3) implement at least one change in their classroom based on the results of their observations; and (4) increase their confidence in making observations. The intervention consisted of five inservice training sessions at which six observation techniques were studied. The techniques were checklists, event samples, anecdotal records, running records, time samples, and informal interviews. During the course of the intervention, teachers practiced the use of checklists, event samples, and anecdotal records. The results of pre- and postintervention questionnaires indicated that teachers recognized each of the six types of classroom observation technique; reported that they would make one or more changes in their classroom as a result of their observations; and reported that they felt prepared for, comfortable with, and confident in their use of checklists, anecdotal records, and event samples. A 33-item reference list is provided. Appendices include copies of the questionnaire and surveys for teachers, lesson plans for the five inservice sessions, and materials for teachers' use during the intervention. (BC)

ED 352 128 PS 020 879

Ferber, Marianne A.
Family Policies and Gender Equality.
PUB DATE- 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Employment Practices; *Family Structure; Fathers; Federal Legislation; *Leaves of Absence; Mothers; *Public Policy; *Sex Discrimination; Sex Fairness; Sex Role; *Tax Rates
IDENTIFIERS- *Sex Equity

Public policies intended to help those who are disadvantaged by the traditional sexual division of family and work responsibilities often tend to perpetuate the very system responsible for many inequalities. One example of such policies is the present income tax structure. Because goods and services produced in the household are not taxed, one-earner couples are at a considerable advantage over couples who must buy these goods and services with after-tax earnings. Two married people with relatively equal earnings pay substantially more in taxes than they would if they were single, and two people with only one income pay substantially less than the single wage-earner. These and other policies that penalize two-earner families are unlikely to change soon; however, no new programs with similar by virtue of their collective clout; (5) C&C programs empower both the individuals and the families they serve; (6) C&C programs emphasize sustained change rather than temporary solutions; and (7) C&C programs provide a comprehensive array of prevention, treatment, and support services beyond the capacity of any single agency. Brief descriptions of five model programs (Mid-Iowa Community Action, Inc.; Denver Family Opportunity Program; Walbridge Caring Community Program; Tennessee Cares: Comprehensive Child Development Program; and Kentucky Integrated Delivery System) and five resource organizations are provided. (AC)

ED 352 147 PS 020 923

Family Support Programs and Incarcerated Parents: Overview of Family Support Programs.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 91
NOTE- 5p.; For related documents, see PS 020 919-922.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attachment Behavior; *Childhood Needs; Correctional Institutions; *Correctional Rehabilitation; *Family Programs; Models; *Parent Child Relationship; Parenting Skills; Parent Role; *Prisoners; Program Descriptions; Social Support Groups
IDENTIFIERS- *Family Support

This fact sheet begins with an overview of family support programs, which includes a discussion of the premises of family support programs and a list of typical program components. The remainder of the fact sheet focuses on support programs for incarcerated parents. The children of incarcerated parents, though innocent of any crime, are often heavily penalized by the justice system by the destabilization or destruction of their family structure. Parental incarceration can have a negative impact on children's emotional and psychological development, and the loss of close attachment with their children can negatively affect parents' eventual parole success. Many prisons lack child-oriented materials for visitors, and few have facilities for housing children with their mothers. More than 100 support programs, driven by the premise that a parent continues to be a parent while in prison, currently target prisoners and their families. These programs facilitate parent-inmates' involvement in and understanding of their children's growth; give them an opportunity to observe and engage in positive interactions with their children; offer peer support; and help parent-inmates continue to function as family members. Brief descriptions of five model programs (Minnesota's Family Services Program; the Women's Activities and Learning Center in Topeka, Kansas; the Children's Center in New York; the Bridge Transition Parenting Program in several northeastern states; and the Therapeutic Intervention Project in California) and five resource organizations are provided. (AC)

ED 352 148 PS 020 927

Hyon, Sunny; Sulzby, Elizabeth
Black Kindergartners' Spoken Narratives: Style, Structure and Task.
PUB DATE- Apr 92
NOTE- 41p.; Paper presented at the Annual Meeting of the American

understanding of teacher observation in the early childhood classroom and teacher anecdotal reporting in family conferences. Corollary aims were to increase knowledge of children's learning styles to enable better school choices, and to encourage parent attendance at educational decision-making workshops. The setting was a racially mixed inner-city preschool demonstration program of 135 children in a large Northeast urban school system. Six workshops were held to introduce developmentally appropriate programs and improve teacher observational techniques and reporting mechanisms. Partnerships involving parents, the coordinator, the director, and the practicum writer and team were established and operated as an information resource and line of exchange. The practicum demonstrated that: (1) parent training should be held together with teacher training whenever possible; (2) better informed parents make for better school choices for children; (3) parent-teacher conferences need supportive and well-understood processes and mechanisms for success; and (4) average parents are interested in managing the learning activities and choices of their children. Two figures and six tables illustrate aspects of early childhood education. Eight appendixes contain supplemental information about the inservice program and workshops, including the observation checklist, a sample questionnaire, and communications with parents. Forty-six references are included. (SLD)

ED 352 165   PS 020 956

La continuite du programme: L'elementaire en action (Program Continuity: The Elementary School in Action).
PUB DATE- 92
NOTE- 62p.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Role; *Articulation (Education); *Developmental Continuity; Elementary Education; Elementary School Students; Evaluation Methods; *Family School Relationship; Foreign Countries; *Integrated Activities; Learning Activities; *Parent Participation; Program Implementation; *Student Evaluation; Teacher Role; Teacher Student Relationship; Young Children
IDENTIFIERS- *Alberta

This booklet was designed to assist elementary schools in developing and implementing strategies for program continuity. Chapter 1 provides an overview of theories of program continuity, discussing the concepts of continuity and integration. Chapter 2 considers ways in which teachers can promote program continuity in class. The chapter begins with a description of the first day of class to illustrate the effect of continuity on the classroom experience. The chapter also discusses the physical classroom environment, teaching strategies, learning centers, and the importance of teacher respect for students. Chapter 3 suggests ways for administrators to promote program continuity at the school level. The chapter focuses on school organization, learning materials, instructional decisions, and planning. Chapter 4 looks at links between home and school, and discusses ways of enhancing understanding and respect among families, schools, parents, and teachers. Finally, chapter 5 reviews methods of

Lenn, Emily E.; Hatch, J. Amos
Making a Kindergarten Methods Course Make More Sense: A Teacher and Professor Team Up.
PUB DATE- Nov 92
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (New Orleans, LA, November 12-15, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assignments; *Course Content; Course Descriptions; *Course Objectives; Education Majors; Elementary School Teachers; Higher Education; Kindergarten; *Methods Courses; Participant Satisfaction; Preservice Teacher Education; Primary Education; Professors; Relevance (Education); Teaching Methods; *Team Teaching; *Theory Practice Relationship; Undergraduate Study

A professor from the University of Tennessee and a mathematics teacher who formerly taught kindergarten teamed up to plan and teach a kindergarten methods course for undergraduate elementary education majors. The course includes both practical and theoretical perspectives. Course readings consist of selections from textbooks and articles from professional journals. For each of the assigned journal articles, students are required to write a summary, a personal reaction, and a statement of implications for educators. Other assignments involve interacting with kindergarten children, developing a learning center, preparing a comprehensive thematic unit plan, and keeping a journal. Class activities include lectures; small group work; media presentations; presentations by guest speakers; demonstrations; and familiarization with materials used by kindergarten children that relate to science, mathematics, movement, and music. Evaluation of the students and instructors is an integral facet of the course. The course instructors seek to demonstrate the connections between university and school perspectives and to facilitate learning in both theoretical and practical dimensions. Student evaluations have revealed that students value the course's emphasis on a practical perspective, while their coursework suggests that students are successful in applying their theoretical understandings in practical ways. Another benefit of the course is improved cooperation between universities and schools. The two instructors feel professionally validated through their work together. (AC)

ED 352 183 PS 020 982

Honig, Alice Sterling
Toilet Learning.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Development; *Child Caregivers; Child Development; Child Rearing; *Individual Development; Parent Attitudes; Parent Child Relationship; *Parenting Skills; Parents; Preschool Education; Teacher Attitudes; Teaching Methods; *Toddlers
IDENTIFIERS- *Toilet Training

developed guidelines for parent involvement, but the actual amount of communication that takes place between parents and teachers is considerably less than that set forth in the guidelines. The challenges involved with encouraging parent involvement concern ways to individualize programs for parents that are actually put into practice, ways to reconcile trends toward parent empowerment with teachers' desires for increased professionalism, and ways to respond to recent demographic changes in families that limit parental involvement. Educators must find ways to support parents' care and concern, even when parents cannot be actively involved. (MM)

ED 352 203 PS 021 030

Gellert, Sandra; Hollestelle, Kay
Family Day Care Licensing Study, 1992. Family Day Care Advocacy Project.
PUB DATE- Aug 92
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Definitions; Discipline; Early Childhood Education; *Family Day Care; Immunization Programs; Individual Needs; National Surveys; State Agencies; *State Legislation
IDENTIFIERS- Caregiver Qualifications; Caregiver Training; *Day Care Licensing; Day Care Registration; Medical Consent Forms; Sick Child Care; *State Regulation

The results of a 1992 nationwide survey of state regulatory agencies that are presented in this report serve to update information on the licensing of family day care homes that was gathered in 1991. Terms relevant to family day care are defined; commonly asked questions about family day care are answered; and regulatory requirements for family day care providers are listed. The bulk of the report consists of descriptions of the family day care regulations for each state and the District of Columbia. Information contained in these descriptions is organized into 15 categories: (1) number of homes providing day care; (2) regulations and requirements; (3) training and orientation; (4) provider qualifications; (5) infant care; (6) sick child care; (7) special needs care; (8) before and after school care; (9) discipline; (10) immunization policy; (11) emergency medical consent; (12) the National Life Safety Fire Code; (13) zoning; (14) local contact; and (15) pending legislation. It is concluded that there is no uniform way in which states regulate family day care. A list of state regulatory agencies is appended. (BC)

ED 352 204 PS 021 034

Rambusch, Nancy McCormick
Montessori's Flawed Diffusion Model: An American Montessori Diffusion Philosophy. Occasional Paper. Series One.
PUB DATE- 92
NOTE- 6p.; Paper was made possible by a donation from the J. Seward Johnson, Sr. Charitable Trust.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Diffusion (Communication); Early Childhood Education; *Educational Methods; Educational Philosophy; *Information Dissemination; *Intellectual Property; Models;

these reasons, communication with rural people can be difficult. Such people communicate with each other differently (and better) than they do with outsiders. The speaker recommends that inexperienced rural teachers be prepared for their work by being given research data, as well as information on rural values, useful local information, and "workable strategies." The address includes several colorful anecdotes and rural sayings to illustrate the speaker's points. (TES)

ED 352 222 RC 018 866

Alaskan Rural Justice: A Selected Annotated Bibliography.
PUB DATE- May 91
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Historical Materials (060)
DESCRIPTORS- *Alaska Natives; Alcohol Abuse; American Indians; Annotated Bibliographies; *Courts; Crime; Eskimos; *Justice; *Law Enforcement; *Local Government; *Rural Areas; Self Determination
IDENTIFIERS- *Alaska; Tribal Government

This annotated bibliography lists approximately 300 documents and source materials directly or indirectly related to the problem of access to justice in rural Alaska. Written materials about the state's history, geography, economics, and culture have often touched upon the justice system and its role in the development of the state. Other works have focused specifically on the courts and law enforcement, detailing the problems created by resource allocation, political exigencies, and commingling of cultures. This bibliography includes annotations for books, articles, reports, letters, agency records, diaries, and films. Entries are categorized under: agency and commission reports; alcohol abuse and treatment; alternate dispute resolutions (tribal courts, judgment boards, and village councils); anthropological, cultural, and sociological studies; bibliographies and source materials; Bush Justice Conference reports; Canadian rural justice; children, families, and the Indian Child Welfare Act; grand jury reports; health, education, and welfare; judicial administration, judiciary, and court system; justice system and rural justice; law enforcement and corrections; rural governmental structure; sovereignty and the Alaska Native Claims Settlement Act; and subsistence, fish, and game. Within each subject area, entries appear alphabetically by author. Each entry contains author, title, publisher, publication date, document source, length, summary (the purpose of the document and the findings of the project), and, if appropriate, the document's effect on rural justice. An alphabetical author and title index is included. (SV)

ED 352 223 RC 018 867

What YRE Can Do To Enhance Academic Achievement and To Enrich the Lives of Students That the Traditional Calendar Cannot Do.
PUB DATE- May 92
NOTE- 64p.; Some news clips may be marginally legible.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Hispanic Americans; Migrant Education; Morale; *Remedial Instruction; Retention (Psychology); School

Iber, George Leland
Academic Performance, Acculturation and Ethnic Identity Traits of First and Second Generation Mexican-American High School Students in a Rural Iowa Town.
PUB DATE- May 92
NOTE- 176p.; Ph.D. Thesis, University of Iowa.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Achievement; *Acculturation; Cultural Differences; *Educational Environment; English (Second Language); *Ethnicity; High Schools; *High School Students; Language; Mexican American Education; *Mexican Americans; Rural Education; Rural Schools; Social Integration
IDENTIFIERS- Iowa

This study analyzes how acculturation and ethnic identity traits of first- and second-generation Mexican-American high school students in West Liberty, Iowa, correlate with their academic performance. The analysis tests the educational theories of educational anthropologists John Ogbu and Henry Trueba, to determine the extent to which these theories were applicable to the experience of high school students in West Liberty. This study hypothesized that Ogbu's cultural-ecological theory would be supported if second generation Mexican-American students performed less well academically than first generation students due to an acquired "oppositional cultural frame of reference." The study further hypothesized that Trueba's cultural-discontinuity/cultural dissonance theory would be supported if the second-generation Mexican-American students displayed higher academic performance than first-generation students and did not display an "oppositional cultural frame of reference." Twenty-eight Mexican-American students were surveyed to determine their grade point averages, acculturation traits, and ethnic identity traits using Keefe and Padilla's "Chicano Ethnicity" questionnaire. The findings indicated that both first- and second-generation students were successful in this rural school setting. The study provides no evidence to support either Ogbu's "oppositional cultural frame of reference" toward schooling, or Trueba's "cultural dissonance" theory. These findings cannot be explained by either educational theory alone, and contradict many statistical reports about Mexican-American academic achievement. The study concludes that environmental factors, not cultural traits, may be far more significant in determining academic success than previously thought. (Author/TES)

ED 352 242   RC 018 896

Hall, Robert F.; Pierson, Max E.
Recent Events Leading to the Education Lawsuit and the Complete Complaint with a Brief Introduction. Informational Monograph 1. School Finance Series.
PUB DATE- 91
NOTE- 67p.; Originally titled "How We Got Where We Are: A Brief History of School Finance Leading to the Litigation of 1990."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Court Litigation; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Financial Policy; *Financial Problems; Legal Responsibility; Property Taxes; Public Education; Rural Urban Differences; *School

PUB DATE- Feb 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Agriculture; *Biology; *Biotechnology; Citations (References); College Science; Higher Education; *Information Sources; Medicine; Microbiology; Science and Society; *Science Education; Secondary Education; Secondary School Science

Biotechnology is the latest in a series of technological innovations that have revolutionized the fields of agriculture and the health sciences; however, there are concerns with this technology. This document is designed to help foster dialogue with emphasis on education and the development of a public understanding of the principals involved in biotechnology research product development and risk analysis. In bibliographical form containing citations which include title, author and source, the National Agriculture Library Call Numbers and key words, sources of information on biotechnology are made available to teachers, university faculty, environmental activists, government regulators, industry representatives and the public who have an interest in biotechnology research, education and training. The first sections of this bibliography deal with general information, manuals and textbooks, and training. Following these sections are specific sections on education at the secondary school and university levels, university and collaborative efforts, and education and training in the international arena. The final sections include education information on specific disciplines that have been impacted greatly by biotechnology including agriculture, medicine, microbiology and mycology, pharmaceutics, plant breeding, and veterinary science. An author index follows the biographic information. (PR)

ED 352 261 SE 053 313

Ahmed, Aqeel M.
Learning to Program and Its Transference to Students' Cognition.
PUB DATE- 27 Aug 92
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *Cognitive Ability; Cognitive Development; Computers; *Computer Science Education; *Computer Uses in Education; Creativity; Educational Research; Elementary Secondary Education; Literature Reviews; Microcomputers; *Programing; Programing Languages; Science Education; *Thinking Skills

Teaching of computer programming in elementary and secondary schools has become a very popular activity. The purpose of this paper is to review and analyze the empirical research on the benefits of learning computer programming on students' cognition abilities. The paper focuses on the question: Do the skills of computer programming transfer to students' cognition? The paper is organized into three sections based on the measurement outcomes of each study. Section 1 contains seven studies that investigated the relationship of programming with the following general cognitive outcomes: metacognitive ability, cognitive development, cognitive growth, general ability, creativity, and achievement. Section 2 contains eight studies that analyze the relationship between learning computer programming and problem solving. Section 3 contains six studies

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; *Decision Making; Economic Factors; *Economics; Economics Education; Educational Research; High Schools; High School Students; *Thinking Skills

This study involved the use of "economic reasoning," which refers to the application of the concept of cost-benefit analysis to personal decision making. The study examined the degree of economic reasoning employed by high school seniors who had received instruction in cost benefit analysis. The main purpose of the study was to compare the economic reasoning used by a group of students that was faced with a realistic, non-hypothetical decision about how to allocate their time with the economic reasoning used by a group of students that was faced with a hypothetical decision about how they would allocate their time. Specifically, the non-hypothetical dilemma faced by the first group of students was deciding what to do during a "free" half class period, while the hypothetical dilemma faced by the second group of students was reporting what they would do if given a "free" half class period. The results of the study suggested that students facing hypothetical time allocation dilemmas employ as much economic reasoning as students facing non-hypothetical dilemmas. A 6-item list of references is included. (DB)

ED 352 281 SO 022 023

Ancient Chinese Bronzes: Teacher's Packet.
SPONS. AGENCY- Boeing Co., Seattle, Wash.
PUB DATE- 91
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ancient History; *Archaeology; Area Studies; Art Education; *Art History; Arts Centers; *Chinese Culture; Elementary Secondary Education; Exhibits; Foreign Countries; Instructional Materials; Learning Activities; Museums; Non Western Civilization; Teaching Methods
IDENTIFIERS- *China

The focus of this teacher's packet is the bronze vessels made for the kings and great families of the early Chinese dynasties between 1700 B.C. and 200 A.D. The materials in the guide are intended for use by teachers and students visiting the exhibition, "The Arts of China," at the Arthur M. Sackler Gallery of the Smithsonian Institution in Washington, D.C. The packet, however, is also designed to be used independent of the exhibition and by those not visiting the museum. Using ancient Chinese bronzes as examples, these materials address the relationship between art history and archeology, and two major themes: objects as historical documents and artistic choices. The packet contains the following sections: map, background information for teachers, pre-visit activities for students, looking at slides, gallery activities, post-visit activities, selected bibliography, selected films and videos, glossary and pronunciation guide, and chronology. (DB)

ED 352 282 SO 022 029

Sato, Teiichi
Higher Education in Japan.
PUB DATE- 91

gender-related problems. A critique of the solutions put forth by journal contributors also was given. All articles in the first 10 volumes (1914-1924) of the Music Supervisors' Journal were reviewed and a critical textual analysis of every gender related reference was undertaken. A gender related reference was defined as (a) the mentioning of either males or females as a group, or (b) the mentioning of single-sex activities or organizations. The study analyzed the following male-related issues discussed by the journal: the missing males, the role of music in the education of boys, career opportunities in music for males, the relationship of music to the nature and the character development of boys, boys' musical likes and dislikes, the male singing voice, and music for the man at war. By contrast, the study found that the journal devoted little attention exclusively to females, their interests, or their problems. The study concludes that the current preoccupation with males and male problems in music education has deep historical roots, and that little has changed from the beginning to the end of the 20th century in this area. (DB)

ED 352 303 SO 022 623

World Geography: A Human Perspective. Social Studies Senior 4 (Grade 12).
PUB DATE- 91
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Descriptions; Curriculum Guides; Foreign Countries; Geographic Concepts; *Geography Instruction; *Global Approach; Grade 12; High Schools; High School Students; Learning Activities; *Social Studies; Teaching Methods; *World Geography
IDENTIFIERS- Manitoba

This document is a curriculum guide to a world geography course for grade 12 students in Manitoba, Canada. Following an overview of the course, the guide presents information about the six units that comprise the course. The units are: (1) World geography overview; (2) World population: characteristics, distribution, and growth; (3) World food supply: production and distribution; (4) World resources, energy, and environment; (5) World industrialization and urbanization; and (6) World interdependence. Each unit discussed in the guide includes an overview, number of topics to be covered, and focusing questions. Teaching strategies and learning activities are to be developed based on the topic objectives and focusing questions. It is intended that each strategy or activity developed by the teacher should satisfy one or more of the following categories of objectives: knowledge, thinking and/or research, attitude and value, or social participation. A list of learning resources and outline maps are appended. (DB)

ED 352 304 SO 022 680

Decisions for a Decade: Task Force Report and Recommendations, and Appendices A and B.
PUB DATE- Jun 91
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

injuries; ATCs can help provide an appropriate level of prevention and care to provide for these students the safest athletic environment. (IAH)

ED 352 323 SP 034 111

Marsh, Herbert W.
The Multidimensional Structure of Physical Fitness: Invariance over Gender and Age.
PUB DATE- Jul 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aerobics; Age; Child Health; *Construct Validity; Elementary Secondary Education; *Factor Analysis; Foreign Countries; *Goodness of Fit; Health Education; *Physical Fitness; Sex
IDENTIFIERS- Australia; *Health Related Fitness; *Physical Fitness Tests

The present investigation extends the factor analytic approach pioneered by Fleishman (1964), incorporating subsequent developments in the application of confirmatory factor analysis and the physical fitness literature (e.g., an emphasis on maximum oxygen intake). More specifically, the ability of an a priori factor structure of physical fitness to fit (i.e., account for) data from the 1985 Australian Health and Fitness Survey based on 25 indicators of fitness (field exercises, technical measures, and laboratory measures) is tested for 2,817 boys and girls aged 9, 12, and 15. An 8-factor model derived from previous research fit the data well for each of the 6 age/gender groups considered separately. Based on tests of factorial invariance, factor loadings and factor correlations were reasonably invariant across the six groups. This substantively important finding indicates that all 25 indicators were equally valid for boys and girls aged 9, 12, and 15. The results provided clear support for the multidimensionality of physical fitness and call into question attempts to summarize fitness with a single indicator (e.g., aerobic power) or a total score representing different components of physical fitness. (Contains 43 references.) (Author/IAH)

ED 352 324 SP 034 114

Manning, Terri M.
The Evolution of the American Family and Its Effects on Health Behavior Choices.
PUB DATE- 9 Apr 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Indianapolis, IN, April 9, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; *Child Health; Child Rearing; Children; *Family (Sociological Unit); *Family Environment; *Family Influence; Family Role; *Health Education; Health Promotion; Population Trends; Predictor Variables; Risk

The evolution of the family concerns health educators because family environment has been consistently linked to development of various addictions and negative behaviors, such as drug and alcohol abuse, eating disorders, workaholism, excessive

extensive list of 174 references is included. (LL)

ED 352 342 SP 034 201

Dana, Nancy Fichtman
Discovering Researcher Subjectivities, Perceptions, and Biases: A Critical Examination of Myths, Metaphors, and Meanings Inherent in University-School Collaborative Action Research Projects.
PUB DATE- Nov 92
NOTE- 16p.; Paper presented at the Annual Meeting of the Research on Women in Education Conference (18th, University Park, PA, November 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Action Research; College School Cooperation; Educational Change; Educational Practices; Educational Researchers; Elementary Education; Elementary School Teachers; *Experimenter Characteristics; Group Behavior; *Group Dynamics; Higher Education; Interpersonal Relationship; *Leadership Styles; Metaphors; Principals; *Role Conflict; Teacher Participation
IDENTIFIERS- Collaborative Research; *Expert Novice Problem Solving; *Reflection Process; Subjective Evaluation; Teacher Researcher Cooperation

This paper describes a collaborative action research project conducted by a university researcher and a group of elementary school teachers. It examines the role the researcher plays when educational change is initiated by practitioners and the nature of the relationship that develops between researcher and practitioners throughout the change process. The document focuses on the researcher as a reflective coach, on themes emerging from and inherent to university/school relationships, and on the process of challenging traditional myths (beliefs) and metaphors associated with educational research and educational researchers. The discussion centers on the myth of the researcher as expert and the ivory tower metaphor. Results suggest that reform and change may begin when university researchers, principals, and teachers form relationships that transcend traditional myths and metaphors of educational research. Such relationships are empowering and enable all members of a collaborative group to reflect critically on practices as teacher educator, principal, or teacher. Critical reflection may lead to change beginning with self-reflection, constructs of reality, and practices as educators. (Contains 20 references.) (LL)

ED 352 343 SP 034 202

Dana, Nancy Fichtman
Teacher Leadership through Collaborative Action Research: Implications for Teachers, Principals, and University Researchers/Teacher Educators.
PUB DATE- Oct 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Pennsylvania Association of Colleges and Teacher Educators (Grantsville, PA, October 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; Change Agents; College School Cooperation; Collegiality; Context Effect; *Educational

(ED), Washington, DC.

PUB DATE- Jan 93

NOTE- 36p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- American Indians; Asian Americans; Blacks; *Educational Needs; Elementary Secondary Education; Higher Education; Hispanic Americans; Minority Group Children; *Minority Group Teachers; *Teacher Persistence; *Teacher Recruitment; *Teaching (Occupation); *Teleconferencing

IDENTIFIERS- African Americans; Monographs; Native Americans

During the past decade, there has been a simultaneous decline in the number of African American, Hispanic, Asian, and Native American teachers and an increase in the number of students among these same groups of minorities (referenced in this text as people of color). An array of topics relative to this decline were explored as the subject of a 1991 nationwide interactive teleconference entitled "Who's Missing from the Classroom: The Need for Minority Teachers." This monograph examines the significance of diversity and the implications of the decline of teachers of color; factors that shape the decline; and solutions for reversing the decline. Strategies emerging from the teleconference reflect the realization that the current pool of the most able students of color are not attracted to teaching; a pool of prospective teachers must be fashioned from those who have traditionally bypassed college and found careers in other occupations; students of color must be held academically accountable at the same level as are white students; and new commitments of resources must be made for recruitment. Items for further discussion, an appendix presenting brief biographies of panelists and 32 references are offered. (LL)

ED 352 362 SP 034 250

Creating Sound Minds and Bodies: Health and Education Working Together.

SPONS. AGENCY- Prudential Foundation, Newark, N.J.

PUB DATE- Feb 92

NOTE- 52p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Agency Cooperation; *At Risk Persons; Child Health; Childhood Needs; Cooperative Planning; *Demonstration Programs; *Educational Cooperation; Elementary Education; Family Health; Federal Government; Health Facilities; *Health Promotion; Health Services; Holistic Approach; Infants; Local Government; *Policy Formation; Preschool Education; State Government; Toddlers

IDENTIFIERS- *Collaboratives

Collaboration between health and education providers is essential to address the urgent needs of children and families most at risk of school failure and severe health problems. Collaboration represents a fundamental change in the way education and health systems think about, identify, and meet the needs of children, youth, and families utilizing a holistic approach. This report, organized into five sections, sets the stage for action. The first section looks at policy issues of health/education collaboration, including strategies to clear the hurdles that are in its path; issues of funding; the

*Developing Nations; Educational Development; Educational Environment; Educational Needs; Educational Objectives; *Educational Planning; Financial Support; Foreign Countries; Higher Education; *Institutional Cooperation; *International Educational Exchange; *International Programs; Universities; Workshops
IDENTIFIERS- *Canada

This proceedings provides summaries of the group discussions and presentations of a conference/workshop convened in March 1992 to share information concerning the future planning of educational partnerships between developing countries and Canada's small universities. The approaches examined at the conference are characterized by more sensitivity and respect for local conditions, cultures and policies, expressed through a sharing of power and decision making in the planning, execution, and evaluation of projects. The workshops and presentations presented point to the need for international projects to be driven by the needs of the countries hosting them. In addition, workshops examined international projects from the perspective of the sponsoring agencies involved, the initiation and maintenance of these projects, and the experiences of international students from the perspective of the student liaison officers and advisors. The final session considered the future and makes some projections for small universities and international education. The appendix contains a list of the conference participants and the conference agenda. (GLR)

ED 351 924 HE 025 982

Janus, Eric S.
Skills for Diversity: Description, Evaluation and Recommendations.
PUB DATE- 30 Apr 92
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consciousness Raising; *Ethnic Stereotypes; *Graduate Students; Higher Education; Law Schools; *Legal Education (Professions); Outreach Programs; Program Development; Program Evaluation; *Program Implementation; Racial Bias; Sex Bias; *Sex Stereotypes; Sexual Harassment; *Workshops
IDENTIFIERS- Diversity (Faculty); Diversity (Student); William Mitchell College of Law MN

A diversity skills program was developed and implemented at the William Mitchell College of Law (WMCL) in Saint Paul, Minnesota. The program was designed to offer to all first year students a program to assist them in learning how to work effectively with people from diverse backgrounds in professional situations and to develop a heightened awareness of racism and sexism in the workplace. The impetus for the program was both the high profile of these issues at a national level and a sexual harassment case and other cases involving allegation of race and sex discrimination at WMCL in recent years. With the input and participation of faculty, a program was developed based on a series of faculty workshops that had been held earlier with the National Coalition Building Institute (NCBI). The resulting workshop components included discussion on forming of stereotypes, group identity exercises, caucuses, "speak-outs," and role-playing. Attendance was not required but was strongly encouraged. Evaluation of outreach efforts and of the program itself was conducted by means of also describes some of the most prominent reference tools such as data bases. References are dated from 1953 to 1991 and are listed alphabetically by author within each section. The first section of the bibliography describes books and articles dealing with part-time legal education many of which may be unknown to legal educators. The second and longest section lists books and articles that deal generally with part-time higher education. Remaining sections address issues related to part-time higher education: continuing professional education, adult education, and distance education. (JB)

ED 351 943 HE 026 005

Clement, Linda M.; Rickard, Scott T.
Effective Leadership in Student Services. Voices from the Field.
PUB DATE- 92
NOTE- 247p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; *Ancillary School Services; Colleges; *Counseling; Counseling Techniques; Higher Education; Interprofessional Relationship; Leadership; Personnel Selection; Staff Development; Student College Relationship; *Student Personnel Services; Student Welfare; Universities

This book discusses exemplary leadership in the administration of student services in colleges and universities. It focuses on the various themes that emerge from 210 practitioners in students services, nominated by their peers as effective leaders, as they share their thoughts about the practice of their profession. Part 1 focuses on attributes, skills, and institutional conditions conducive to the emergence of good leadership in student services. Part 2 focuses on relationships with students, faculty members, and staff members. Part 3 contains four chapters dealing with the hurdles, whether ordinary or extraordinary, that student affairs administrators face. The book shows how student services practitioners can develop positive relationships with faculty, offering a variety of approaches to forging meaningful relationships. It also identifies the behaviors most essential for working successfully with students and offers specific advice on how to hire the best staff and facilitate their professional development. Finally, the book presents strategies for coping with the issues of day-to-day practice, including confidentiality, favoritism, and budgets as well as providing various approaches to building credibility around such key campus issues as identity, gender, race, and politics. Contains approximately 140 references and indexes. (GLR)

ED 351 944 HE 026 006

Sutherland, Marcia E.; Williams-Myers, A. J., Ed.
Institutional Responses to Students of African Descent Attending the State University of New York at Albany, the College at Oneonta and Hudson Valley Community College.
PUB DATE- Nov 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Achievement; Black Attitudes; *Black

ED 351 962 HE 026 025

Farmer, David A.
Kentucky Universities Gain Eight Black Professors in 1987
Reversing Six-Year Decline. Staff Report 88-6.
PUB DATE- Jul 88
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Black Teachers; *College Faculty; Community Colleges; Comparative Analysis; *Employment Opportunities; *Employment Patterns; *Equal Opportunities (Jobs); Higher Education; Long Range Planning; Personnel Selection; State Standards; Trend Analysis; Universities
IDENTIFIERS- *Kentucky

This staff report presents data on black faculty employment in the tenure program of the Kentucky state university system and the employment patterns of the state-supported institutions of higher learning. Among the findings are the following: (1) the total number of blacks teaching in the tenure system rose to 131 in 1987, reversing a 6-year decline; this, however, brought the total to 4 fewer than in 1975; (2) total blacks teaching in the tenure system in 1987 represented 2.6 percent of the total faculty; (3) 11 more blacks taught at traditionally white institutions in 1987 than in 1985; and (4) Western State University had the lowest rate of employing black faculty with blacks making up just 0.8 percent of its faculty. Overall, the report shows that Kentucky's state-supported universities and community colleges made modest gains in the employment of black faculty members between 1985 and 1987. The traditionally white universities in Kentucky are viewed as still quite distant from their objective of meeting the state desegregation plan goal of black faculty comprising at least 3.8 percent of the total faculty. Each university currently operates under its own desegregation plan, but goals for black employment are often vague. Even when goals are clearly established, the institutions have consistently fallen short of meeting them. (GLR)

ED 351 963 HE 026 026

Elmes-Crahall, Jane
Faculty-Undergraduate Research Collaboration as a Response to the Tension of Twelve-Plus Hour Teaching Loads and Publishing Expectations.
PUB DATE- 29 Oct 92
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Students; Cooperation; Faculty Development; *Faculty Publishing; *Faculty Workload; *Financial Support; Higher Education; *Research; *Teacher Student Relationship; Undergraduate Students
IDENTIFIERS- Wilkes University PA

This paper argues that the smaller teaching colleges or universities have, out of necessity, become models of maximum faculty productivity within a context of diminishing financial resources. Specifically, the paper responds to the question:

and modifications which can be observed in the European systems of higher education in the areas of diversification, efficiency, and access. The paper concludes by noting that the functional approach to the classification of university models is useful for the understanding not only of the flagships of European higher education, i.e., the universities themselves, but also for a differentiated analysis of institutional variations as well as historical and political developments occurring in relation to European systems of higher education. Contains an 89-item bibliography. (GLR)

ED 351 982 HE 026 049

Gooden, John S.; Leary, Paul A.
The Minority Graduate Fellowship Program: A Program for Initiating Minorities into the Professoriate.
PUB DATE- 8 Nov 92
NOTE- 17p.; Paper presented at the Annual Conference of the Southern Regional Council on Educational Administration (Atlanta, GA, November 8-10, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Collegiality; Evaluation; Faculty Fellowships; Faculty Recruitment; Higher Education; Individual Development; *Minority Group Teachers; Peer Relationship; *Professional Development; Professional Personnel; *Professors; *Program Evaluation; Program Improvement
IDENTIFIERS- *West Virginia Graduate College

This paper provides a description of the Minority Graduate Fellowship Program created by the School of Education, Human Services and Humanities at the West Virginia Graduate College. The program's purpose is to increase the minority presence within its faculty, recruit minorities to this geographical area, and to assist young professionals with their socialization into the professorate. The intent of the program is that minorities should benefit from the experience and develop a support system to help them in the pursuit of their goals. The paper describes the strengths and weaknesses of the program which involved three minority fellows during the 1991-92 school year. Recommendations made to assist those who might be considering establishing similar programs include the following: (1) a specific orientation program should be part of the early experiences of the fellows and all new employees, (2) fellows should be provided with the necessary time and financial resources prior to beginning the program, and (3) choosing fellows should be done with care and should take into account their maturity level, personality, and prior professional experiences in order to enhance their successful completion of the program. (Contains 13 references). (GLR)

ED 351 983 HE 026 050

Kroe, Elaine
Basic Student Charges at Postsecondary Institutions: Academic Year 1991-92. Tuition and Required Fees and Room and Board Charges at 4-Year, 2-Year, and Public Less-Than-2-Year Institutions. Statistical Analysis Report.
PUB DATE- Nov 92
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.

PUB DATE- May 91
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Communication (Thought Transfer); *Distance Education; Educational Change; *Educational Research; Instructional Design; Learner Controlled Instruction; Nontraditional Education; Opinions; Services; Student Characteristics
IDENTIFIERS- Learner Characteristics

The purpose of a symposium on research in distance education was to continue the process of building the network of scholars and climate of cooperation and communication necessary for further development of distance education, and to provide an opportunity for discussion. Four main areas of focus for the symposium are identified in a brief preface by Michael G. Moore: Learning and Characteristics of Learners; Course Design and Communication; Instruction and Learner Support; and Theory, Policy, and Management. There are five papers in this collection: (1) "Researching Practice and Practicing Research: Critique of Distance Education Research and Writing" (Michael F. Beaudoin); (2) "Education for Each: Learner Driven Distance Education" (Connie Dillon and Dana Blanchard); (3) "Changing Perceptions of Learners and Learning at a Distance: A Review of Selected Recent Research" (Chere Campbell Gibson); (4) "Responding to Change: Designing a Flexible Learning Organization for Distance Education" (Andrew Woudstra and Stephen Murgatroyd); and (5) "Research on Selected Aspects of Learner Support in Distance Education Programming: A Review" (Stephen J. Wright). Each paper contains an extensive bibliography. (ALF)

ED 352 001 IR 015 829

Burge, Elizabeth J.; And Others
International Perspectives on Distance Education Research. Papers Presented at the Preconference Workshop ICDE World Conference (Caracas, Venezuela, November 2-4, 1990). ACSDE Research Monograph Number 5.
PUB DATE- Nov 90
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Communication (Thought Transfer); *Computer Networks; *Distance Education; *Educational Research; Foreign Countries; Global Approach; *International Communication; International Cooperation; Nontraditional Education; *Qualitative Research; Systems Approach; Telecommunications
IDENTIFIERS- Europe; Networking

The major purpose of the workshop, "Setting a Global Agenda for the Nineties," was to identify an agenda for International Council for Distance Education (ICDE)-sponsored research. Three papers that were prepared for the workshop make up the major part of this report: (1) "Marrow Bone Thinking: Toward a Fair Representation of Qualitative Research in Distance Education" (Elizabeth J. Burge); (2) "Concepts of Experimental Inquiry in Distance Education: 'A Systems Perspective'" (Dan O Coldeway); and (3) "On European Distance-Education Research" (Borje Holmberg). It is noted in the preface that outcomes of this workshop include an agenda of eight projects and the implicitly or explicitly based. Structured in three main sections, it reviews recent literature in areas related to the many aspects that influence learning through telecommunications and computer conferencing. The first section is an overview of how cognitive theory can provide a basis for understanding computer-mediated communication (CMC) activities, with respect both to their educational potential and to the interaction of the learner with a computer system, and how the individual interacts with information on the basis of previously acquired knowledge and mental models. The second section reviews the literature that relates technologies such as CMC to their impact on education and society, providing a basis for thinking of new roles for teachers and learners, and helping to identify some of the prospects that students will face as they reach the workplace. The third section describes research theories and methods that have been used in similar contexts and could be useful in determining ways to evaluate the impact of telecommunications technology on student learning in the context of the teaching and learning environment. Over 100 citations and 56 other readings are included. (ALF)

ED 352 019 IR 015 852

Schwier, Richard A.; And Others
Interactive Media and Distance Education for Saskatchewan Schools.
SPONS. AGENCY- Saskatchewan School Trustees Association, Regina.
PUB DATE- 92
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Authoring Aids (Programing); *Computer Assisted Instruction; *Distance Education; *Educational Technology; Elementary Secondary Education; Foreign Countries; Hypermedia; *Instructional Effectiveness; Interactive Video; Man Machine Systems; *Media Research; Microcomputers; Multimedia Instruction; State Surveys; Teacher Developed Materials; *Use Studies; Videodisks
IDENTIFIERS- *Interactive Systems; Saskatchewan

This study describes the various roles major interactive media can play in classroom education, including advantages, disadvantages, and evaluation of efficacy drawn from research. Selected authoring programs are reviewed, as are criteria for selecting authoring programs for use by teachers. The physical and instructional features of optical interactive media interfaces are described and the results of a provincial survey of microcomputer usage are summarized. Media described in the paper include videodiscs, CD-ROM, and microcomputers. The paper also includes a catalog of delivery technologies for distance education, presented on a delivery continuum ranging from face-to-face to multimedia configurations. A comprehensive glossary of terms is included. (Contains 66 references.) (Author/ALF)

ED 352 020 IR 015 853

Hudson, Kenneth
Museums: Treasures or Tools?
PUB DATE- 2 Apr 92
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials

access needs; and sensitivity and disability awareness training for library staff personnel. The establishment of a library access and services committee is recommended and a list of committee responsibilities is provided. (Contains 9 references.) (KRN)

ED 352 038 IR 054 260

Hypermedia and Research Methodology: An Associative Research Model. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Authoring Aids (Programing); College Libraries; *College Students; *Computer Software Development; Higher Education; *Hypermedia; Individualized Instruction; Instructional Effectiveness; *Library Instruction; *Research Skills
IDENTIFIERS- *HyperCard

The purpose of the project described in this three-part report was to test the value of hypermedia for library instruction. The project included the development of a hypermedia program built around a marketing topic; implementation and testing of the program with one group of students assigned to use the new program; evaluation of the project by an outside evaluator; and a follow-up phase that included project modifications. Project findings included: (1) hypermedia at the low end of the technological media is effective for teaching some problem-solving research skills; (2) HyperCard serves as effective authorware for the content-oriented producer who has minimal prior knowledge of authoring software, but new content-oriented producers can produce high quality programs in much less time; (3) many students like the independence offered by these kinds of learning environments; (4) non-native speakers of English especially appreciated this learning environment because it was self-paced; and (5) hypermedia was responsive to research-oriented curricular needs in the library setting. The second part presents the report of the project's outside evaluator, Martin Kesselman. Based on observations, evaluation of the HyperCard program developed for the project, testing of the program by students and student reports, this evaluation found that hypermedia technology was an effective approach for library instruction. Several suggestions for improvements are included in the consultant's report. A manual for creating HyperCard programs for library instruction by Madeline Andrea Ford, which makes up the third part of the report, covers hardware, software, steps for designing the HyperCard program, selection of graphics, and creating stacks. (KRN)

ED 352 039 IR 054 261

Seaman, Scott
The Year of Living Dangerously: Implementing CARL New Circulation at CU, Boulder.
PUB DATE- Sep 92
NOTE- 16p.; Paper presented at the Annual CARL User's Group Meeting (2nd, Denver, CO, September 10-12, 1992).

Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Libraries; *Authors; Content Analysis; *Educational Environment; Higher Education; *Library Instruction; Literature Reviews; Scholarly Journals; *Sex Differences; Social Influences; *User Needs (Information)
IDENTIFIERS- Library Literature

The purpose of this study was to determine the extent to which environmental factors pertinent to bibliographic instruction are represented in the library literature and to determine any changes in the female to male ratio of authors that may have occurred over time. In 1990 the Bibliographic Instruction Section (BIS) of the Association of College and Research Libraries (ACRL) issued a mission statement that recognized 10 environmental factors important to library instruction programs: Population; Home Environment; Schools and Learning; Work and Income; Information and Government; Information Industry Structure; Technology and Access; Public Libraries; Higher Education; and Scholarly Communication Patterns. Forty-seven bibliographic instruction articles were selected for content analysis from two journals recognized as forums for research in academic librarianship during four time periods between 1976 and 1992. The analysis focused on themes of articles and on words or phrases that reflect awareness of environmental factors. User needs (Population) was a frequently cited factor, and technological changes (Technology and Access), and changes in the student population (Higher Education) were somewhat less frequently cited factors. An examination of the authorship of the articles according to gender revealed that the female-to-male ratio has been larger in each succeeding period, with 50% female authorship of the articles in 1976-1977 and 76.9% female authorship of the articles in 1991-1992. (Contains 96 references.) (KRN)

ED 352 057 IR 054 297

Copyright in Special Libraries in a Non-Commercial Environment.
PUB DATE- Sep 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audiovisual Aids; Computer Software; *Copyrights; *Fair Use (Copyrights); Foreign Countries; *Laws; Nonprofit Organizations; Professional Associations; Publications; *Reprography; *Special Libraries
IDENTIFIERS- *United Kingdom

This guide explains how the United Kingdom Copyright, Designs and Patents Act 1988 affects librarians and information workers in professional bodies and charitable organizations, and offers guidance on interpreting the main provisions of the law. The guide begins by providing definitions, clarifying what materials are subject to copyright, the length of the copyright period, and copyright ownership. Copyright restrictions and infringement are then addressed, followed by a description of the "fair dealing" provisions of the act and explanations of what materials may be legally copied for use in research or private study, criticism and review, and news reporting. Limits on and conditions governing library copying are also explained, as well as copyright licensing. Copyright provisions for audiovisual and electronic materials are then described. Some miscellaneous advice and guidance for using self-service

ED 352 075   JC 920 581

Conklin, Karen A.
Follow-Up of Career Program Completers: Class of 1990-91.
PUB DATE- Sep 92
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Outcomes Assessment; Community Colleges; *Education Work Relationship; *Employer Attitudes; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Salaries; Student Attitudes; Two Year Colleges; Two Year College Students; *Vocational Education; Vocational Followup; Work Environment
IDENTIFIERS- *Johnson County Community College KS

In November 1991, a follow-up study was conducted of 514 former students of Johnson County Community College (JCCC), in Kansas, who had earned a career program degree or certificate in 1990-91, or had been identified as leaving the college with marketable skills. Of these, 480 completed mail or telephone surveys for a response rate of 93%. Respondents working in jobs related to their program of study identified 273 employers who were subsequently mailed surveys. A total of 213 employers completed usable surveys for a 78% response rate. Study findings included the following: (1) more women and older students, and respondents less satisfied with their jobs were represented in the initial mail survey as compared to the telephone follow-up surveys; (2) just 74% of 1991 completers were employed in jobs related to their program of study, compared to 82% in 1990, and 80% in 1988; (3) nearly 10% of the respondents were out of the labor market and pursuing additional education, up from 6% in 1990; (4) the average hourly wage reported by 1991 completers was $11.28, up from $10.67 in 1990; (5) while 87% indicated satisfaction with their current job, only 48% rated their advancement potential as "excellent," or "good"; (6) nearly 84% of the respondents indicated that their JCCC experience had enhanced their self-confidence; (7) over 90% of the respondents were satisfied with the quality of instruction, the facilities and equipment, and the course content at JCCC; and (8) 90% of the employers of career program completers expressed satisfaction with all facets of the preparation of their employee. Detailed data tables and the survey instruments are included. (PAA)

ED 352 076   JC 920 582

Barnett, Lynn, Ed.
Directory of Disability Support Services in Community Colleges, 1992.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 92
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Community Colleges; Developmental Disabilities; Directories; *Disabilities; National Surveys; Physical Disabilities; Program Descriptions; Questionnaires; *Resources; *Services; *Special Needs Students; *Student Personnel

ED 352 092 JC 930 013

Doucette, Don, Ed.
Leadership Abstracts; Volume 4, 1991.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Effectiveness; Administrator Responsibility; *Administrator Role; Change Strategies; *College Administration; College Faculty; *College Presidents; Community Colleges; Decision Making; Educational Change; Educational Innovation; Educational Trends; Futures (of Society); *Leadership; *Leadership Responsibility; Program Descriptions; Teacher Administrator Relationship; Teacher Student Relationship; Two Year Colleges; Two Year College Students

"Leadership Abstracts" is published bimonthly and distributed to the chief executive officer of every two-year college in the United States and Canada. This document consists of the 15 one-page abstracts published in 1991. Addressing a variety of topics of interest to the community college administrators, this volume includes: (1) "Delivering the Promises of Technology Today" (Bernard R. Gifford); (2) "Leadership in Governance" (Thomas W. Fryer, Jr. and John C. Lovas); (3) "Presidential Mentoring: Preparing Leaders for Critical Times" (Marchelle S. Fox); (4) "Responding to the Needs of Real Students" (Norm Nielsen); (5) "Pipeline to the Community College Presidency at the Millennium" (George B. Vaughan); (6) "A Code of Ethics for Community College Leaders" (Daniel F. Moriarty) (a copy of the American Association of Community Colleges' "Recommended Code of Ethics for Community, Technical, and Junior College Chief Executive Offices" is attached); (7) "Technology in Education in the Nineties" (Terrel H. Bell); (8) "The Community College as Community Activist: A Campus of and for the Community" (Tessa Tagle); (9) "Learning Communities: Needed Educational Restructuring" (Ron L. Hamberg); (10) "Total Quality Management (TQM): An Overview" (Robbie Lee Needham); (11) "Beyond Wellness: Solutions for the 1990's" (William F. Waechter); (12) "Increasing Student Involvement in Learning" (Jack Friedlander and Peter MacDougall); (13) "Arguments with Which To Combat Elitism and Ignorance about Community Colleges" (Don Doucette and John E. Roueche); (14) "Faculty Externships: Catalysts for TQM (Roger P. Bober); and (15) "Life after Being a Community College CEO (Chief Executive Officer)" (William E. Piland and John McCuen). (MAB)

ED 352 093 JC 930 014

Helm, Phoebe; deAnda, Rosa
2 2 2 Evaluation and Report.
PUB DATE- 14 Jan 93
NOTE- 9p.; Discussed as Agenda Item 5 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, January 14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Community Colleges; Educational Policy;

Determining and Implementing Quality Exploratory Field Experience in Early Childhood Education through Improved Interaction.
PUB DATE- 92
NOTE- 114p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Administrators; *College Students; Cooperating Teachers; *Curriculum Enrichment; Early Childhood Education; *Education Courses; *Field Experience Programs; Higher Education; Preschool Teachers; Student Experience; Student Journals; *Teacher Education

This practicum report describes an intervention to improve the quality of college students' experiences during their placement in a child care center as part of an introductory course in early childhood education. As a result of the intervention, 12 outcomes were expected. These outcomes were divided into 21 standards of achievement. Of these, 7 standards, such as writing weekly entries in logs, applied to students; 3 standards, such as reporting about the needs of students, applied to day care center teachers; 10 standards, such as completing questionnaires, applied to the course instructor; and 1 standard, offering a contractual agreement to the course instructor, applied to the school administration. The intervention included: (1) visits by the instructor to the child care centers; (2) the use of logs by students and the instructor; (3) discussion of students' field experiences during class time; (4) orientation sessions for students and child care teachers; (5) the development and use of a handbook; and (6) reports by child care teachers about students' experiences. The success of the intervention was measured by analysis of questionnaire responses and written records, such as logs and reports. During or as a result of the intervention, 17 standards were fully met and 4 were partially met. A reference list of 24 items is provided. Appendices include the report form for child care teachers, questionnaires for students and teachers, and forms for assessing outcomes and standards of achievement. (BC)

ED 352 110 PS 020 690

Cobham, Christina A.
Jackson County Teachers and the Combined Classroom Experience: A Naturalistic Inquiry of Combination Classroom Teachers.
PUB DATE- 4 May 92
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Class Organization; *Classroom Techniques; Elementary Education; *Elementary School Teachers; *Multigraded Classes; Naturalistic Observation; Qualitative Research; Rural Schools; *Teacher Attitudes; Teacher Response
IDENTIFIERS- Mixed Age Groups

Seven combined or multi-grade classes, ranging from grades 2 to 5, were the focus of a qualitative, naturalistic inquiry. In each of the four elementary schools visited for the study, the decision to have combined classes had been made shortly before school started for administrative reasons. The study sought to determine the manner in which the teachers organized their combined classes, the nature of teachers' feelings about this organization, and factors that contributed to making combination classes a positive experience for the teachers. Data were collected by means of observations and interviews of effects should be added. Though women would clearly benefit from employment legislation that would make it easier to combine family and job responsibilities, there would be serious consequences for women's employment if only women were eligible for legislated benefits, because employers would then have an additional reason for hiring men in preference to women. Parental leave for the birth and care of children, for example, should be adopted for men as well as women. Opponents of such leaves invariably point to the toll on businesses, offering high estimates of costs and insupportable projections of other effects. Pressure to change public policy could mount if more people were aware of the advantages that one-earner couples enjoy and of the contributions of employed wives and mothers to the nation's economy. (Contains 13 references.) (AC)

ED 352 129   PS 020 882

Cillessen, Antonius H. N.; And Others
Children's Problems Caused by Consistent Rejection in Early Elementary School.
SPONS. AGENCY- Netherlands Organization for Scientific Research.
PUB DATE- Aug 92
NOTE- 25p.; Paper presented at the Annual Convention of the American Psychological Association (99th, Washington, DC, August 16-20, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; Antisocial Behavior; Children; *Depression (Psychology); Elementary Education; *Emotional Development; Foreign Countries; *Loneliness; Longitudinal Studies; Males; *Peer Acceptance; Popularity; Predictive Measurement; *Rejection (Psychology); *Social Adjustment; Social Isolation
IDENTIFIERS- *Netherlands

A study was conducted to test the effects of early consistent rejection by peers in early elementary school on children's social and emotional adjustment at the end of elementary school. The study used data from a longitudinal study conducted in the Netherlands between 1986 and 1991. In 1986, a total of 231 kindergarten and first-grade boys from 37 elementary schools were contacted. For the second contact in 1987, a total of 99 percent of the original sample was still participating, and 80 percent participated in the final contact 4 years later. Study measures included sociometric screening to determine whether the boys were rejected, popular, neglected, controversial, or average. Also included were various assessments of the boys' social and emotional adjustment; a questionnaire to assess bullying and victimization problems; and a depression scale for children. It was found that boys who were consistently rejected in early elementary school were more likely than other boys to become victims of other children's aggression; to develop feelings of loneliness; and to show signs of depression. Consistent rejection also predicted less prosocial behavior and more behavior indicative of withdrawal and bullying. The effects of rejection were found even when earlier aggression and shyness were controlled for. Loneliness could be predicted from depression, concurrent rejection, and earlier depression. Early consistent rejection appears to be a risk factor for the development of internalizing disorder. Implications of the research and recommendations for further study are included. (Nine tables/figures are attached.) (AC)

Educational Research Association (72nd, San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Black Youth; *Discourse Analysis; Kindergarten; *Kindergarten Children; Low Income Groups; Narration; *Oral Language; Primary Education; *Story Telling; Urban Youth
IDENTIFIERS- *Discourse Organization; Retelling; *Story Telling by Children

This study of the narratives of 48 black, low-income, urban kindergartners examined the frequency of topic-centered style (a discourse centering on a single topic) and topic-associating style (a discourse of personal anecdotes or episodes whose connections are never overtly stated). The children were from four classrooms in two schools in Pontiac, Michigan, a lower working class suburb of Detroit. The storytelling task was conducted between the child and a familiar adult interviewer. Results revealed that 16 children told topic-associating stories and 28 told topic-centered stories. Of the topic-centered narratives, 10 were retellings of familiar storybooks. Results appeared to refute earlier studies that concluded that black children show a preference for a topic-associating style. Story transcripts, and a list of 27 references, are included. (MM)

ED 352 149 PS 020 929

Williams, Wayne; McCollester, Michele
The Relationship between Participation in an Extra-Curricular Drama Club and the Self-Esteem of At-Risk Elementary Students.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; *Dramatics; *Elementary School Students; *Extracurricular Activities; Grade 4; Grade 5; *High Risk Students; Intermediate Grades; Preadolescents; *Self Esteem; Teacher Influence
IDENTIFIERS- Piers Harris Childrens Self Concept Scale

A study of the relationship between involvement in an extracurricular drama club and the self-esteem of at-risk preadolescent and elementary students examined 244 fourth and fifth grade students in a rural Missouri school district. The experimental group consisted of 72 students who selected drama club from a list of extracurricular activities. The control group consisted of the remaining 172 students who were not involved in the drama club but who chose a different extracurricular activity. The Piers-Harris Children's Self-Concept Scale was administered to students before and after their participation in the drama club. All fourth and fifth grade teachers completed an At-Risk Identification Scale for their students. The Drop-Out Alert Scale was administered to assess the attitudes of the treatment group before and after participation in the drama club. Results showed that participation in the drama club had a positive influence on students' self-esteem and reduced their at-risk behaviors. (MM)

ED 352 150 PS 020 932

Richardson, Susanna, Ed.; Izard, John, Ed.
Practical Approaches to Resolving Behaviour Problems. Selected

evaluating student development, including observation, portfolios, checklists, diagnostic tools, standardized achievement tests, meetings with students and parents, and self-evaluation. Each chapter concludes with a list of questions for discussion. Attachments include a 40-item bibliography, a chart listing theories of program continuity and related practices, a list of developmental indicators for children between the ages of 1 and 6, examples of classroom designs, information on the real world and everyday items as a source of learning, a continuum of possible parent involvement, and recommendations for parents. (AC)

ED 352 166 PS 020 957

Dickson, LouAnn S.
Focus on Fundamentals: A Longitudinal Look. Research Report 63.
PUB DATE- Jul 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Back to Basics; *Basic Skills; College Entrance Examinations; Comparative Analysis; *Elementary School Students; Elementary Secondary Education; Extracurricular Activities; Interpersonal Relationship; Longitudinal Studies; Outcomes of Education; Public Schools; Standardized Tests; Student Characteristics; *Traditional Schools
IDENTIFIERS- *Fundamental Schools; *Mesa Public Schools AZ

To examine long-term effects of a fundamental elementary education in Mesa (Arizona), this study assessed student characteristics, academic achievement based on standardized testing, and social interactions based on high school extracurricular activities. Students who had attended the fundamental school for 6 complete years, had remained in the Mesa Public Schools system, and had completed grade 9 or higher were selected to provide adequate longitudinal test data. Two comparison schools were used. Data were collected on standardized testing at grades 6, 9, and 11; Scholastic Aptitude Test and American College Testing program scores; and several characteristics of enrollment patterns and academic achievement. The results show that, compared to students in the comparison schools, students in the study sample: (1) are not remarkably different; (2) score higher on some test subscales at grade 6, but not at grades 9 or 11, or on college entrance examinations; (3) do not take more advanced placement courses; (4) do not achieve more honors, but do participate in more school activities and are in more leadership positions; and (5) have higher percentages of withdrawals to private or home schools and transfers within the district. Similar children learned about equally well regardless of the philosophy of the elementary school they attended. Three figures and nine tables present study findings. (SLD)

ED 352 167 PS 020 958

White, Kimberly
Themes to Theory: A Data Analysis Process.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)

Caregivers must build a trusting, loving relationship before trying to toilet train any child. Before toilet training begins, myelinization, a neurological development necessary for controlling sphincter muscles, must be complete and toddlers must be able to sit easily for long periods. To help children recognize toilet needs, caregivers should watch for children's clutching signs. Bladder capabilities differ, readiness for toilet learning differs widely, and boys and girls differ in their ease with toilet learning. Caregivers should pay attention to their children's cues to determine readiness for toilet learning. Since language aids in toilet training, caregivers should wait until children can speak before beginning training. Caregivers should not shame a child when toilet training, nor withdraw love as punishment when toddlers have difficulty with training. Rather, caregivers should be patient and toilet train without breaking a toddler's will. Toddlers can watch others model the use of a toilet, and can be taught the process in component skills (lowering pants, sitting on the potty chair, releasing sphincter muscles, and so forth). Toddlers should use a potty seat at floor level. When accidents happen, caregivers should explain the importance of toileting in appropriate places and remember that toilet learning takes time, cooperation, and alertness. (MM)

ED 352 184 PS 020 983

Honig, Alice Sterling
Singing with Infants and Toddlers.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Speech; Child Caregivers; Child Development; *Infants; *Language Acquisition; Parent Child Relationship; Parents; *Singing; *Speech Communication; *Toddlers
IDENTIFIERS- *Behavior Management; Caregiver Child Relationship

Singing is an important skill for the positive management of children's behaviors. Throughout the ages, caregivers have sung babies to sleep with lullabies and cradle songs. As a powerful tool to communicate care and understanding, singing to babies increases closeness between caregiver and children and nourishes an early love of singing. Singing promotes the learning of daily routines, eases separation troubles, stretches a child's memorizing power, builds motor skills, and increases group cohesion. Caregivers who are uncomfortable about singing should remember that babies are not concerned about perfect pitch or complicated melodies. Singing a simple, two-note tune or nursery rhyme is a good way to begin the habit of singing. Even if a caregiver's first language differs from that of the infants being cared for, babies will love the cadences and feelings that the songs provide. Singing soothes, gives somatic reassurance of love, awakens early humor in toddlers, and boosts early language skills. Singing should be encouraged by caring adults who can express their pleasure in the early self-made songs of babies and provide rich opportunities for babies to hear and enjoy singing by real people. (MM)

ED 352 185 PS 020 985

*Montessori Method; *Ownership; Teacher Education
IDENTIFIERS- *Montessori (Maria); Montessori Schools

This paper contends that Maria Montessori had a negative effect on the diffusion of the Montessori method in the United States. Throughout her life, Montessori held to the belief that her thoughts and their expression remained her exclusive intellectual property. She therefore tried to exert as much control as possible over the training of teachers in her methods and the establishment of Montessori schools. The main flaw of this approach was that teachers versed in her method were invited to see themselves as independent contractors, not as teachers working with other educators in the community. After the second World War, Nancy McCormick Rambush and a number of educators in the United States who admired Montessori's educational methods but not her restrictive personal control established an American Montessori movement. This American Montessori movement supported: (1) the critical role of parents as first teachers; (2) American Montessori education as a plurality of possibilities, not as a single orthodox iteration of Maria Montessori's thought; and (3) a reevaluation of the process of transmitting Montessori's message, in which insights on the Montessori method in America are seen as coming from those who receive the massage, not those who send it. (MDM)

ED 352 205   PS 021 035

Strong, Penny
The Rights of Homeless Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Admission Criteria; Attendance; *Disadvantaged Youth; Elementary School Students; Elementary Secondary Education; *Enrollment; Grievance Procedures; *Homeless People; Public Education; *Residence Requirements; School Districts; Secondary School Students; Special Education; Student Records
IDENTIFIERS- Illinois; *Stewart B McKinney Homeless Assistance Act 1987

This booklet presents information concerning homelessness and the education of homeless children nationwide and in Illinois. Estimates of the number of homeless children vary widely. Reasons for homeless children's failure to attend school include school residency requirements, delays in transfer of documents, and lack of transportation. The Stewart B. McKinney Homeless Assistance Act, passed by the United States Congress in 1987, was based on the premises that homeless children must be afforded the right to education and that states must revise school residency laws that prevent homeless children from attending school. A series of questions and answers addresses characteristics of homeless individuals, the process of determining the school district in which a homeless child may attend school, the situation of children who live apart from their parents, the availability of special services to homeless children, delays in obtaining school records, and documentation of children's immunizations. The education provisions of the McKinney Act are described, and the procedures for filing

Activities; School Effectiveness; School Schedules; Student Employment; Substitute Teachers; *Vacation Programs; *Year Round Schools
IDENTIFIERS- California; California Assessment Program; *Oxnard School District CA

This document describes studies and other evidence supporting year-round education (YRE) in elementary and secondary schools. Included are six newspaper and journal clippings describing the benefits of YRE schools. The document also quotes from test and survey results that indicate that students who are enrolled in YRE programs learn and retain more information than those in traditional schools. Reading and mathematics achievement-test scores from California students in grades 3, 6, and 8 are compared with scores from the Oxnard (California) School District (with a student enrollment that is 73.9% Hispanic). Graphs and tables illustrate these test results, along with the eighth-grade history and science scores, from 1982 to 1990. While Oxnard's scores consistently fell below statewide averages, visible progress was made to close the disparity that existed in the 1980s. The document advocates YRE as having benefits in the following areas: (1) enhancing the retention of learning; (2) providing intersession programs for remediation and enrichment; (3) providing winter vocations/intersessions for migrant students; (4) providing substitute teachers for summer schools and intersessions; (5) reducing teacher and student burnout; (6) providing year-long opportunities for staff development; (7) providing opportunities for student involvement in extracurricular activities and community programs; (8) providing opportunities for "year-round" student employment; and (9) providing students and families with multiple vacation options. (TES)

ED 352 224 RC 018 868

Indian and Metis Education Policy from Kindergarten to Grade 12. Saskatchewan Education, April 1989. Revised.
PUB DATE- Feb 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; *Canada Natives; Cultural Differences; Curriculum Development; Educational Cooperation; *Educational Policy; Educational Principles; Elementary Secondary Education; Foreign Countries; Postsecondary Education; Teacher Education
IDENTIFIERS- *Metis (People); *Saskatchewan

This booklet outlines Saskatchewan Department of Education policies concerning education of American Indian and Metis peoples. These policies are guided by four principles: full participation of Indian and Metis peoples in the educational system; recognition and adjustment by the educational system to cultural differences; cooperation and coordination of efforts by educational authorities at all levels; and the importance of the school-community level in educational improvement efforts. The Department of Education will develop and implement programs and initiatives in seven broad areas: (1) development and review of policy on Indian and Metis education; (2) increasing Indian and Metis participation in the education system as Department advisors, teachers, and other educators; (3) development of Native curriculum and instructional materials; (4) special needs projects (e.g., alternative education programs, home-school liaison programs, tutorial program, and English-as-second-language programs); (5) teacher and

Taxes; *State School District Relationship
IDENTIFIERS- *Illinois; Legislative History

Growing frustration with educational finance in Illinois prompted school districts to file, in 1990, a lawsuit that demands adequate funding, equitable distribution of funds, and increased economic efficiency in public education. This document includes a description of events leading up to the suit. Early attempts to improve educational equity were frustrated by subsequent "legislative adjustments" and the economic recession of the 1980s. Legislative and economic changes (largely involving land assessment and taxation) resulted in a two-tiered educational system: suburban "have" and rural "have-not" districts. The situation was worsened by the Educational Reform Act of 1985, pushing the financially-strapped school districts into a position they felt was intolerable. The suit brings the following charges against the state: (1) three violations of the Illinois Constitution of 1970; (2) a statutory scheme of school finance that imposes unconstitutional burdens on the plaintiffs; (3) discriminatory distribution of educational resources; (4) failure to provide certain children with adequate educational services; and (5) failure to provide an efficient system of high-quality education for every child in Illinois public schools. The complaint itself includes a brief introduction, general definitions and explanations, identification of plaintiffs and defendants, and statements of fact. (TES)

ED 352 243 RC 018 902

The Public Mind: Views of Pennsylvania Citizens. Report No. 3.
PUB DATE- May 91
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Abortions; Budgeting; Educational Attitudes; Elementary Secondary Education; *Political Attitudes; *Public Education; *Public Opinion; Rural Urban Differences; *School Attitudes; *State Government; State Surveys; Taxes
IDENTIFIERS- *Health Attitudes; *Pennsylvania

During February-March 1991, 1,518 randomly selected Pennsylvania adults with listed telephone numbers were surveyed on political, educational, and health issues. With regard to education, respondents: (1) strongly favored limiting class size to 15 students in grades K-3, and funding public education through the state income tax (not local taxes); (2) somewhat favored denying high school dropouts a driver's license until age 18; (3) somewhat opposed extending the school year beyond its present 180 days; and (4) split over corporal punishment in public schools and teachers' right to strike. On health issues, public opinion strongly favored testing sex criminals for AIDS, legalizing physician assistance to euthanasia, and setting a legal age for smoking. A large majority felt that abortion is a private matter between a woman and her doctor, but also favored parental or husband notification, a 24-hour waiting period, and mandatory counseling. Most respondents thought that the state should handle its budget problems by cutting spending rather than by raising taxes. Specific questions addressed taxes, possible cuts in services, and legalized gambling. In a test of socio-political awareness, Pennsylvanians underestimated the state population and overestimated the state's black and elderly populations; 85% knew the governor's name, but only 31% knew both state senators. Data tables detail responses by age, that examine learning computer programming with the following specific cognitive skills: rule-learning tasks, development of thinking skills, reasoning skills, general variable skills, and planning skills. In the 21 studies reviewed one half showed learning computer programming did not affect student cognition, and the other half showed some positive effects. However, the author concludes that all of the studies were flawed. For example only one study reported the reliability and validity of its instruments. Based on the studies, the author concludes that there is no relationship between learning computer programming and student cognition. (PR)

ED 352 262   SE 053 328

Lesh, Richard, Ed.; Lamon, Susan J., Ed.
Assessment of Authentic Performance in School Mathematics. AAAS Press Series on Assessment and Evaluation.
PUB DATE- 92
NOTE- 445p.; Part of the American Association for the Advancement of Science Series on Assessment and Evaluation.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Development; *Cognitive Measurement; Educational Innovation; Educational Trends; Elementary Secondary Education; *Evaluation Methods; Knowledge Level; Mathematical Concepts; *Mathematics Achievement; Mathematics Education; Mathematics Instruction; *Mathematics Skills; Mathematics Tests; Scoring; Teaching Methods; *Thinking Skills
IDENTIFIERS- *Authentic Assessment; Higher Order Learning; Mathematics Education Research

This book grew out of a conference sponsored by the Educational Testing Service and the University of Wisconsin's National Center for Research in Mathematical Science Education that focused on assessment issues in mathematics education. The book's 16 chapters focus on clarifying and articulating the goals of assessment and instruction. They are divided into five parts. Part I Assessment Objectives, contains the following chapters: (1) Trends, Goals, and Priorities in Mathematics Assessment (Richard Lesh and Susan Lamon); (2) Assessing Authentic Mathematical Performance (Richard Lesh and Susan Lamon); (3) Toward an Assessment Framework for School Mathematics (Gerald Goldin); and (4) Research and Classroom Assessment of Students' Verifying, Conjecturing, and Generalizing in Geometry (Daniel Chazan and Michal Yerushalmy). Chapters in part II, New Items and Assessment Procedures, are: (5) Balanced Assessment of Mathematical Performance (Alan Bell, Hugh Burkhardt, and Malcolm Swan); (6) Assessment of Extended Tasks (Alan Bell, Hugh Burkhardt, and Malcolm Swan); (7) Moving the System: The Contributions of Assessment (Alan Bell, Hugh Burkhardt, and Malcolm Swan); (8) Assessing Mathematical Skills, Understanding, and Thinking (Jan de Lange); and (9) Thinking Strategies in Mathematics Instruction: How Is It Possible? (Leen Streefland). Part III, New Perspectives on Classroom-based Assessment, contains chapters (10), A Teacher's Struggle to Assess Student Cognitive Growth (Carolyn Maher, Robert Davis, and Alice Alston), and (11), Assessing Understanding of Arithmetic (Herbert Ginsburg, Luz Lopez, Swapna Mukhopadhyay, Takashi Yamamoto, Megan Willis, and Mary Kelly). Chapters in part IV, New Types of Scoring and

NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Administration; Educational Change; *Educational Development; Educational Needs; *Educational Planning; Educational Policy; Education Work Relationship; Foreign Countries; Foreign Culture; *Higher Education
IDENTIFIERS- *Japan

This paper presents a portrait of the higher education system in Japan. After providing demographic information about Japan, the document outlines the overall educational structure through brief statements about kindergarten education, compulsory education, the elementary school, the lower secondary school, upper secondary education, curriculum, textbooks, universities and graduate schools, junior college, colleges of technology, special training schools, and miscellaneous schools. The recent development of higher education in Japan, with a focus on governmental planning efforts, is discussed, and statistical data on the number of higher education institutions and students are given. A description of how the university system has been able to respond to Japan's employment needs is detailed. The University of the Air, which is concerned with communications and media education, also is described, along with recent reform efforts in higher education. The last two sections of the paper concern, planning and the management of resources, and international educational exchange efforts. (DB)

ED 352 283 SO 022 044

Hamilton, David
Beyond the Millennium (or whatever Happened to the Ennoblement of Life?).
PUB DATE- 91
NOTE- 29p.; Inaugural Lecture delivered at the University of Liverpool Liverpool, England, October 21, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; *Educational Philosophy; Educational Research; Foreign Countries; Futures (of Society); Higher Education; *Role of Education; *Schools of Education; *Teacher Education
IDENTIFIERS- *England; *University of Liverpool (England)

In this lecture, the head of the Department of Education of the University of Liverpool (England) reflects upon the previous 100 years of the Department's existence and presents a vision of the Department for the 21st century. The notion of education as a science formed the foundation for the University Department of Education's intellectual and professional mission during much of its first century, but this idea has outlived its usefulness. An intellectual paradigm shift has occurred in recent decades, one in which knowledge is better understood not as comprised of absolute truths, but as transient and indeterminant, and affected by historical contexts. This new paradigm helps to structure the proper role of the University Department of Education for the next century. This role includes educating students to be reflective, critical thinkers, and preparing teachers to be professionals capable of responding flexibly to the contingencies that will affect knowledge, their classrooms, and the world. (DB)

(141)
DESCRIPTORS- Community Resources; *Educational Assessment; Educational Change; *Educational Development; Educational Needs; Educational Objectives; *Educational Planning; Elementary Secondary Education; Foreign Countries; Futures (of Society); Needs Assessment; Parent Attitudes; *School Districts; School Effectiveness; School Personnel; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Nanaimo School District 68 BC

These materials feature the report and recommendations of a task force that was asked to develop a strategic plan that identifies the present and future needs of the Nanaimo (British Columbia) School District and recommends strategies for policy development and implementation in the years ahead. The task force gathered information for its recommendations by conducting surveys of the general public (parents and non-parents), business and professional organizations, recent grade 12 students, elementary students, secondary students, parents, and all employees of the school district (teachers, support staff, and administration). Another source of direct public input utilized by the task force was a series of 13 public meetings. Three documents concerning the Task Force's work are included in these materials. The first is the Task Force report and recommendations that summarizes research on educational change and planning for educational change, and includes the findings and recommendations concerning students, personnel resources, program resources, material resources, and community resources. A list of selected resources also is included. The second document is appendix A which presents the results of the surveys conducted for the Task Force. Four main areas of concern were addressed through the surveys: (1) opinion about the learning environment in School District 68; (2) views on school district communication; (3) views on education "options" in School District 68; and (4) overall satisfaction with the school district. An analysis of comments made by four groups (elementary and secondary students, parents and business community, recent graduates, and staff) are included. The third document contains the notes of the 13 public meetings that were held by the Task Force in order to allow further public input. (DB)

ED 352 305   SO 022 711

Parker, Franklin; Parker, Betty J.
Educational Historian Lawrence A. Cremin (1925-90) and U.S. Education Direction.
PUB DATE- 23 Sep 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Biographies; *Educational History; *Educational Research; Educational Theories; Elementary Secondary Education; Historiography
IDENTIFIERS- *Cremin (Lawrence A)

This paper discusses the life and work of Lawrence A. Cremin (1925-1990), an important historian of U.S. education. One of Cremin's most notable works was the 1961 "Transformation of the School: Progressivism in American Education, 1876-1957." Cremin was on the faculty at Teachers College, Columbia University (New York) for 41 years. Appendices provide lists of Cremin's professional accomplishments, his books and reviews of his books, and writings about Cremin. (DB) exercise, sexual promiscuity, vandalism, youth crime, and violence and abuse. It is recognized that a family's overall functioning pattern can negatively or positively affect a child's emotional, social, or physical health. In "The Circumplex Model," a model that seeks to explain family functioning patterns, family health has two dimensions, located at either end of a continuum. The first dimension, adaptability, measures how well a family deals with internal change; the second dimension, cohesion, measures the family's ability to function together as a unit. The two extremes of adaptability are rigidity and chaos; the two extremes of cohesion are enmeshment and disengagement. Research has shown that family environment may be a very accurate predictor of at-risk behavior. Family-related factors which affect drug use (or nonuse) and eating patterns in offspring include: family health and parenting style, parental support, independence, and parental control. A list of ways to encourage children not to use drugs or alcohol focuses on communication, development of independent thinking, self esteem, and strengthening family interaction. (IAH)

ED 352 325 SP 034 123

Zeigler, Earle F.
A Pragmatic Approach to Applied Ethics in Sport and Related Physical Activity.
PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Indianapolis, IN, April 7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basketball; *Ethical Instruction; *Ethics; Higher Education; Integrity; Life Satisfaction; Moral Development; *Moral Issues; Moral Values; *Olympic Games; *Scientific Attitudes; Value Judgment
IDENTIFIERS- *Amateur Athletics; *Professional Athletics; United States

Arguing that there is still no single, noncontroversial foundation on which the world's present multi-structure of ethics can be built, this paper examines a scientific ethics approach. It is postulated that in North American culture, the approach to instruction in ethics for youth is haphazard at best. Society does not provide an adequate means whereby a young person can bridge the gap between an implicit, developing ethical sense of life, and there is no emphasis on what should in maturity become a sounder, more explicit approach to the making of ethical decisions about life in which sport and physical activity is a part. After briefly presenting the extant major ethical routes available to the reasoning adult in the Western world, application of scientific method through pragmatic ethical analysis is explained. The use of professional basketball players to make up the United States Olympic squad in Barcelona in 1992, in an effort to win the gold medal, points out how far the International Olympic Committee has strayed from the earlier amateur ideal. The theoretical basis for a scientific ethics approach is applied to the amateur-semiprofessional-professional controversy in sport as an example in the belief that such an approach could assist evolving North American democratic society today. (Author/LL)

Researchers; Elementary Education; *Elementary School Teachers; Higher Education; Leadership; *Principals; Research Methodology; *Social Change; Social Isolation; *Teacher Influence; Teacher Responsibility
IDENTIFIERS- Collaborative Research; Reflection Process; Reform Efforts; Teacher Researcher Cooperation

This study was conducted to explore the process of teacher and principal change initiated by elementary school teachers who wished to replace the school's culture of isolation and seclusion with a culture of collegiality and caring. Their vision of change and the change process itself was intertwined with the development of a sense of teacher leadership and teacher voice. The teachers, the principal, and a university researcher engaged in an action research project to explore, initiate, implement, and document change at the school. Data were gathered utilizing participant observation, ethnographic interviewing, document analysis, and dialogue journals. Results suggest that voice and reflection are the common threads that weave cultural change, and that teacher, principal, and researcher narratives change into one collective narrative. A subsection of the paper examines the assertion that the nature of one's own voice, critical reflection, and change are intimately linked. The finding and silencing of voice, critical reflection, and change are reciprocal, interactive, and dynamic processes. (Contains 20 references.) (LL)

ED 352 344 SP 034 204

Krull, Edgar
Updating the Theoretical Content of Teacher Preparation Pertaining to Educational Subjects: Some Recent Developments in Estonia. Reprints and Miniprints No. 754.
PUB DATE- Sep 92
NOTE- 12p.; Paper based on a lecture given at a Swedish-Baltic Seminar (Malmo, Sweden, October 7-11, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Educational Needs; *Educational Theories; Elementary Secondary Education; Estonian; Foreign Countries; Higher Education; *Modernization; *Teacher Education Programs; Textbook Bias; *Textbook Content; Theory Practice Relationship
IDENTIFIERS- *Estonia; Reform Efforts; Soviet Education; Soviet Pedagogy; USSR (Estonia)

Fifty years of Soviet occupation in Estonia has damaged social and economic life. One issue for further development of Estonian society is the need to reform teacher education programs. This paper outlines some of the main problems concerning the content of theoretical preparation of future teachers in educational subjects at Tartu University (Estonia) and offers some solutions for improving the present situation. The document begins with a description of the teaching of educational theory during the 1920s and 1930s when the country's status was independent. There follows a description of changes the system underwent after 1940 when Estonia became part of the Soviet Union. An example of the theoretical content inherited from the Soviet past is presented in the table of contents of a 1974 pedagogy textbook. Though the text includes foreign educational and psychological ideas, the theoretical qualities peculiar to the Soviet system of teacher training are far more persistent. Today, with independence restored, Tartu University is looking to western countries for help in renewing the teaching of pedagogics and is seeking textbooks in modern trends in educational and social psychology to be translated appropriate role of state and federal governments; and specific issues involving programs aimed at infants, toddlers, preschool children, and school-age children. The next three sections provide examples of health/education collaboration at the state, local, and federal levels. The final section presents an annotated bibliography of useful sources for policymakers and providers concerned with health and education collaboration. Collaboration is not an end in itself but a means to an end; it is a process, rather than a product; and policymakers must provide incentives for collaboration, resources to fund collaborative initiatives, and support for front-line providers at all levels. (LL)

ED 352 363 SP 034 251

Ingvarson, Lawrence
Integrating Teachers' Career Development and Professional Development: The Science Education Professional Development Project.
PUB DATE- Apr 92
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Development; *Faculty Development; Foreign Countries; *Inservice Teacher Education; Locus of Control; *National Norms; National Surveys; *Policy Formation; Professional Associations; Professional Recognition; *Science Teachers; Secondary Education; Status Need
IDENTIFIERS- *Australia; Knowledge Base for Teaching; Reform Efforts; Science Education Research

This paper describes the Science Education Professional Development Project in Australia, charged with the development of a national strategy for enhancing professional development of science teachers. Interviews were conducted with senior policy officers, science teachers' associations and unions, and 80 science teachers in 12 secondary schools. Concerns were voiced about the status of teaching, teacher morale, and recent recruits into science teaching; a weak sense of professional community and professional standards; lack of career structure based on knowledge and skills; the changing basis of control over professional development and professional standards; the in-service education system; and the locus of authority over the professional knowledge base of teaching. Based on the interviews, a strategy was developed which included award restructuring, integration of professional and career development, and strengthening of the professional community of science teachers. Appendices present tables of contents listing professional development resources for science departments; and professional standards for the teaching of science: an exploration of what advanced skills science teachers should know and be able to do. (Contains 37 references.) (LL)

ED 352 364 SP 034 252

Ingvarson, Lawrence; Loughran, John
Loose Connections: The Context of Science Teachers' Work.
PUB DATE- Apr 92
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

surveys of participants and facilitators. A final section details the evaluation conclusions and makes specific recommendations. (JB)

ED 351 925 HE 025 983

Financial Aid to Illinois Students, 1991-92.
PUB DATE- Sep 91
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Eligibility; Grants; Higher Education; *Paying for College; *Postsecondary Education; Scholarship Funds; State Legislation; Student Costs; *Student Financial Aid; Student Loan Programs; Student Needs; Tuition; Veterans Education; Work Study Programs
IDENTIFIERS- G I Bill; *Illinois

This publication is the 11th edition of a guide for students seeking financial assistance to attend post high school institutions in Illinois. The first of six chapters reproduces a booklet, titled "Need a Lift?", on obtaining financial aid for higher education and put out by the American Legion. This chapter provides general information, a guide to forms, discussion of the application process and an extensive listing of sources of aid beginning with aid related to veterans and the armed forces. Chapter II lists G. I. Bill approved schools in Illinois. Chapter III reproduces the text of state law on scholarships from the 1989 Illinois Revised Statutes. Chapter IV lists university and college information including status as public or private, total enrollment, tuition and fees, and room and board expenses. Chapter V treats aid available through the state agency, the Illinois Student Assistance Commission, describing programs and application procedures. Chapter VI lists sources of career information. Appended is an annotated list of approximately 90 additional sources of information covering career education, postsecondary planning/financial aid, medical education, study habits and helpers, summer and seasonal employment, and technical and occupational materials. (JB)

ED 351 926 HE 025 984

Chinapah, Vinayagum, Ed.
Evaluation of Higher Education in a Changing Europe. Report from the UNESCO Seminar on the Evaluation of Higher Education in a Changing Europe (Stockholm, Sweden, May 1990).
PUB DATE- 92
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Curriculum Evaluation; *Educational Change; Educational Trends; Evaluation Criteria; *Evaluation Methods; Faculty Evaluation; Foreign Countries; Futures (of Society); *Higher Education; *Institutional Evaluation; *Outcomes of Education
IDENTIFIERS- Bulgaria; Denmark; Europe (East); European Universities; Finland; Germany; Norway; Sweden; USSR

This publication presents speeches, papers and discussion from a seminar on higher education in Europe, particularly in the

Students; *Black Teachers; College Faculty; College Students; Cultural Awareness; Cultural Pluralism; Enrollment; Higher Education; Institutional Evaluation; School Holding Power; Student Attitudes; *Student College Relationship; *Student Needs; Surveys
IDENTIFIERS- African Americans; Hudson Valley Community College NY; *State University of New York Albany; State University of New York Coll at Oneonta

This paper reports on an evaluation of the institutional processes and mechanisms which are in place at the State University of New York at Albany, Oneonta and Hudson Valley Community College to deal with the concerns of undergraduate students of African descent. The report provides (where applicable) an overview of each school's circumstances concerning the following areas: black faculty ratio to total faculty; black enrollment; black academic achievement; student affairs' response to black students; multicultural awareness; mentoring and outreach programs; and black student/college relations. Overall, the studies show that each campus has sought, since the late 1980s, to create a more positive institutional fit for students of African descent. Faculty and staff of color are also being designated to accomplish the institution's objectives involving black students. It is suggested that greater numbers of professionals of African descent need to be hired and retained, and greater levels of campuswide involvement are needed in order to achieve observable improvements in the intellectual life of black students. (GLR)

ED 351 945 HE 026 007

Engineering Education for the Twenty-First Century: 1992-1993 Strategic Plan. The Process of Engineering and the Engineering Education Process. Version #4.
PUB DATE- 15 Oct 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Curriculum Enrichment; Educational Planning; *Engineering Education; Higher Education; Long Range Planning; Organizational Objectives; *Professional Development; *Professional Education; Technical Education; Undergraduate Study

This paper outlines the Southeastern University and College Coalition for Engineering Education's (SUCCEED) vision for designing and implementing a fundamentally new and experimental engineering curriculum with the engineering programs of its member institutions. The new curriculum, which emphasizes the process of engineering as well as the engineering education process, is viewed as important in promoting the nation's competitiveness in the emerging global economy and sustaining a national resource of high-quality engineering talent for the future. Three principles separating this curriculum from others in engineering include: (1) its provisions for continuous improvement; (2) a system for promoting career participation and success; and (3) a system for creating transparent boundaries and methods for integration between courses, departments, schools and colleges, and institutions within the academy. Provided is an explanation of the SUCCEED vision for the new curriculum, a discussion of the SUCCEED mission in developing the undergraduate engineering curriculum for the 21st century encompassing the concept of Total Quality

How can faculty at primarily undergraduate institutions teach twelve or more hours a week and publish? First discussed are four assertions about the ways small to medium liberal arts undergraduate colleges differ from larger institutions in terms of teaching requirements and overall faculty demands. Next, a case study is presented involving Wilkes University (Pennsylvania) and the employment of a Faculty Development Committee (FDC) for fostering faculty-undergraduate student research collaboration. This is followed by an examination of a funding model used at Wilkes University involving on-campus funding for faculty-student research. Also discussed are the experiences obtained from participation in a faculty development-funded research project where students also participated in the research. The paper concludes with observations concerning the questions that were addressed before submitting a proposal to the FDC for funding, what positive outcomes came from the faculty-undergraduate collaboration, and what such collaboration has done for the students who participated in it. The appendix includes the FDC guidelines for faculty submission of proposals. (GLR)

ED 351 964 HE 026 027

Zeretzke, Dale
Graduate Credit Needs Assessment for Western Washington University Contract Trainings in the Division of Economic and Medical Field Services. Final Report.
SPONS. AGENCY- Washington State Dept. of Social and Health Services, Olympia.
PUB DATE- Aug 92
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - General (140)
DESCRIPTORS- *Career Development; College Credits; Data Collection; *Educational Needs; Educational Opportunities; Graduate Study; Health Personnel; Higher Education; *Needs Assessment; Occupational Aspiration; *Professional Continuing Education; Professional Personnel; Skill Development; *Social Workers; Telephone Surveys
IDENTIFIERS- Western Washington University

This report presents results of a survey of 354 Economic and Medical Field Services (EMFS) division social workers in Washington State. The survey investigated their needs for graduate level academic credit from professional training provided by Western Washington University (WWU), as well as matters of credit utility and institutional and academic program choice. A strong majority of social workers indicated a preference for graduate credit for WWU training along with a mitigating concern over cost of credit as well as a desire to save obtainable graduate credits or use them to complete an unfinished program. Also, a majority of social workers desired a social work career with the Department of Social and Health Services and wished to undertake or complete a professionally associated graduate program. The age pattern of social workforce age, academic needs, and career intentions imply that a clear long-term group of benefits would accrue to the EMFS division if social workers' professional development needs are actively supported. These implied benefits include increased staff retention, job satisfaction, commitment and service delivery quality, and decreased error rates and new employee retraining and direct supervision costs. Implications and recommendations for EMFS staff development are provided.

PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Colleges; College Students; *Community Colleges; Comparative Analysis; Degrees (Academic); *Fees; Graduate Study; Higher Education; Postsecondary Education; Private Colleges; Public Colleges; Statistical Data; *Student Costs; *Tuition; Undergraduate Study; *Universities

This report lists in tabular form the typical tuition and required fees and room and board charges for academic year 1991-92 at nearly 4,900 4-year, 2-year, and public less-than-2-year postsecondary institutions (collegiate and non-collegiate) in the United States and its outlying areas. Separate figures are given for tuition and fee charges to in-state and out-of-state students at the undergraduate and graduate levels, along with the costs for room and board, and the number of meals per week covered by the board charge. The report opens with national statistics on tuition and required fees at postsecondary institutions for academic year 1991-92. These data are followed by tuition and required fees and room and board charges at individual institutions. Tables list public and private 4-year institutions offering a bachelor's degree or higher award; public and private 2-year institutions offering a postsecondary award of at least 2 but not less than 4 academic years; and public less-than-2-year institutions offering a postsecondary award of less than 2 academic years. Schools are listed alphabetically by state, and schools in outlying areas, such as Puerto Rico, follow the state listings. At the beginning of the tables are state averages for the various student charges. (GLR)

ED 351 984 HE 026 051

Student Loans. Direct Loans Could Save Billions in First 5 Years with Proper Implementation. Report to the Chairman, Subcommittee on Postsecondary Education, Committee on Education and Labor, House of Representatives.
PUB DATE- Nov 92
NOTE- 35p.; For a related report, see ED 338 185.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Accountability; *Administrator Attitudes; Colleges; *Cost Estimates; Credit (Finance); Federal Government; *Financial Support; Government Role; Higher Education; Paying for College; Postsecondary Education; *Program Administration; Program Costs; *Student Financial Aid; *Student Loan Programs; Universities

This paper responds to a congressional request for more information concerning first, the potential cost savings from direct rather than guaranteed student loans and second, the ability of the Department of Education and postsecondary institutions to effectively manage a direct lending program. The report: (1) provides a more complete analysis of the potential savings under a direct loan approach, (2) explains how direct loans achieve cost savings, and (3) presents the results of focus group interviews that were conducted with financial aid administrators and school business officers from selected postsecondary education institutions to gauge their receptivity to direct lending. The report indicates that a direct loan program could achieve savings to the federal government within the first 5 years of $4.8 billion, enabling the government to partially offset program costs with borrowers' interest payments, reducing the cost of the interest benefit, and eliminating special allowance payments. The focus group discussions showed mixed views regarding institutions' ability to manage direct loan programs. Participants base this development of the Distance Education Online Symposium (DEOS), which allows researchers to communicate with colleagues worldwide using BITNET, INTERNET, EARN, and other internationally accessible computer conference networks. Three appendixes contain the agenda of the workshop program, research questions arising from the workshop, and a list of the names and addresses of the workshop participants. Each paper includes an extensive bibliography. (ALF)

ED 352 002 IR 015 830

Somadasa, H.
Mathematics Instruction through the Open University.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Mathematics; Developing Nations; *Distance Education; Educational Technology; Foreign Countries; Higher Education; *Mathematics Instruction; Multimedia Instruction; Nontraditional Education; *Open Universities; Services; Teaching Methods
IDENTIFIERS- *Open University of Sri Lanka

After a brief review of the literature and definition of educational technology, this paper describes the process of mathematics instruction at the Open University of Sri Lanka (OUSL). It is noted that the unique situation at OUSL and the abstract nature of mathematics make it necessary to modify the system of distance education because it is difficult to apply modern distance education technologies without incurring unrealistically heavy expenditures, and that a maximum number of face-to-face sessions is an essential component in the OUSL distance education scheme. Topics highlighted in this paper include: (1) the subject area of mathematics as one of the oldest sciences and its impact on education; (2) the mathematics curriculum at OUSL, including the basics of math, meeting the needs of those who use math, and teaching mathematical logic; (3) the student-centered individualized learning system used at OUSL to teach math; and (4) the current need for occasional face-to-face sessions as an essential component in distance education mathematics instruction at OUSL. It is suggested that, as multimedia technologies are improved, fewer face-to-face sessions may be needed. (ALF)

ED 352 003 IR 015 831

Millersville University Library Strategic Plan 1991-1995.
PUB DATE- Apr 91
NOTE- 46p.; Prepared by the Strategic Plan Steering Committee and edited by the Ganser Library Staff.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Libraries; Communication (Thought Transfer); Higher Education; Information Technology; Library Automation; Library Collection Development; *Library Facilities; *Library Planning; Library Role; *Library Services; *Long Range Planning; Mission Statements; Objectives; Self Evaluation (Groups); *Strategic Planning

(070),Opinions/Personal Viewpoints/Position Papers/Essays
(120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Facilities; European History; Exhibits; Foreign Countries; *Museums; Policy; Realia
IDENTIFIERS- Europe; Museum Educators

Since World War II, European museums have abandoned their laissez-faire policy and design, and have decided to actively teach or guide visitors' learning. The position of museum educator has been created to place objects in their scientific, social, or historical context, and to help members of the public to extract the maximum meaning from these objects with the overall aim of persuading people that museums should form a normal feature of their lives. The first of seven sections of the paper describes four stages in the development of a European museum tradition. Sections two through six define museum education; the role of museum educators; the diversity of European museums (specifically looking at the legacies of Greece, Rome, Christianity, Judaism, Protestantism and humanism, absorption of the barbaric cultures, Napoleonism and post-Napoleonism, intellectual life, scientific and technical innovation, emigration, food and drink, and the two World Wars); Europeanness and museums (developing a Museum of Europe); and brief descriptions of and proposals for changes in the programs of 39 museums in 15 countries. The final section discusses the current status of museums in European countries vis-a-vis the public and their need for more emphasis on attracting visitors. (ALF)

ED 352 021 IR 015 854

McAnge, Thomas R., Jr.; And Others
A Survey of Educational Computer Networks.
SPONS. AGENCY- International Business Machines Corp., New York, N.Y.; Interuniversity Communications Council (EDUCOM), Princeton, N. J.
PUB DATE- Jun 90
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; College School Cooperation; *Computer Networks; Educational Assessment; Elementary Secondary Education; Futures (of Society); Long Range Planning; National Surveys; *School Surveys; *Telecommunications

This report summarizes the results of research conducted by a research group at Virginia Polytechnic Institute and State University which examined the current status of computer networking in K-12 education, including ways in which network linkages are impacting educational tasks. Conducted for EDUCOM and IBM Corporation, the fact-finding project focused on current and planned network activities. The results are reported under three headings: (1) Student Activities (provides examples of the impact of telecommunications on the educational experiences of children); (2) States' Educational Computer Networks (describes statewide and intrastate networks, networking projects that support a specific function, and proposed networks); (3) Public Access Networks and Databases (focuses on the wide variety of services offered nationwide by such agencies as non-profit organizations, private corporations, universities, and the federal government). It is noted that the research led to a number of observations: the proliferation of computers in secondary schools has created an increased interest with linking to resources at all educational levels; there is no doubt that telecommunications activities

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Libraries; Computer Software; *Debugging (Computers); Guidelines; Higher Education; *Library Automation; *Library Circulation
IDENTIFIERS- *Colorado Alliance of Research Libraries; *University of Colorado Boulder

This paper outlines the procedures used to implement and test the CARL version C100 circulation system at the University of Colorado's Boulder Campus. Intended to serve as a guide to other libraries implementing new circulation software, the paper describes a broad approach to testing such software, describes procedures that speed and organize the process, and suggests staffing levels and equipment to have available. The focus is on describing methods to test the accuracy of data transfer, determine the functionality of the features, and to confirm that the local parameters interact properly with all circulation functions. The following steps are covered: (1) test preparations, such as involving technical staff and organizing work area and materials; (2) documenting the transfer of data from the old system to CARL by preparing forms for checking the accuracy of the transfer and providing a means, such as fax or email, to document discussions with CARL about problems identified during the test; (3) implementing test procedures to check the accuracy of the transfer of data on materials, patron records, and transactions; (4) testing to make sure functions and features, such as In-transit, Added Borrower, and Renew-All, perform as they are supposed to; (5) stress testing the system by such means as adding 500 books to a patron's account and renewing them all; (6) alert CARL that the system is ready to go live after identified problems are cleared up; and (7) continuing to retest critical elements such as parameters and functions after the system goes live. The prospective user of these guidelines is warned that although testing is time and labor intensive, it is essential; even though others have implemented the system, there may still be bugs that have not been resolved. (KRN)

ED 352 040 IR 054 262

Kenney, Anne R.; Personius, Lynne K.
The Cornell/Xerox Commission on Preservation and Access Joint Study in Digital Preservation. Report: Phase 1 (January 1990-December 1991). Digital Capture, Paper Facsimiles, and Network Access.
SPONS. AGENCY- Commission on Preservation and Access, Washington, DC.
PUB DATE- Sep 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Books; College Libraries; Comparative Analysis; Cost Effectiveness; Electronic Equipment; Higher Education; *Information Technology; *Information Transfer; Microforms; *Preservation; Reprography; Research Libraries
IDENTIFIERS- *Brittle Books; Cornell University NY; *Digital Scanning; Electronic Text; Xerox Corporation

The primary emphasis of this study of the use of digital technology to preserve library materials was the capture of photocopiers and fax machines and the application of copyright law to specific kinds of publications conclude the guide. A list of prescribed libraries and archives, a copy of the prescribed copyright declaration form, and a list of useful addresses are appended. The publication is indexed by type of publication or medium. (Contains 14 references.) (KRN)

ED 352 058 IR 054 298

Somers, Amy Borgstrom
Douglas C. McMurtrie: A Descriptive Bibliography of Twenty-four Imprints with Biographical and Textual Commentary.
PUB DATE- May 92
NOTE- 74p.; M.L.S. Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Authors; *Biographies; Cataloging; *History; Printing
IDENTIFIERS- *Descriptive Cataloging; Historical Bibliography; *McMurtrie (Douglas C) Historical Research

The purpose of this study was twofold: (1) to develop a descriptive bibliography of 24 works by Douglas C. McMurtrie that focus on the history of printing in specific U. S. localities; and (2) to provide a biographical context for the description of these titles, including a biographical overview describing McMurtrie's life, personality, and aesthetics and information on how the imprints were produced and whether or not they were included in "History of Printing in the United States." McMurtrie was a historian of printing, a bibliographer, typographer, and author. In addition he played a critical role in the development of the standard library location symbols used for bibliographic control. The 24 imprints selected for this study were produced from 1927-1936, and all are housed in the Ohio University Department of Archives and Special Collections. These materials were examined physically, applying analytical bibliography to the external form of the book. Historical research was conducted through work with primary sources housed in the Douglas C. McMurtrie Manuscripts Collection at Michigan State University. Questions about McMurtrie's research process and his use of collaborators were addressed through examination of relevant documents contained in the general correspondence file. The textual history of the 24 titles was accomplished through use of textual information available in manuscripts and galley proofs. (Contains 37 references.) (KRN)

ED 352 059 IR 054 299

Crook, Mark A.
Domenico Zipoli (1688-1726): A Bibliographic Perspective.
PUB DATE- Apr 91
NOTE- 208p.; M.L.S. Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Biographies; *Citation Analysis; Foreign Language Books; Foreign Language Periodicals; Literature Reviews; *Musical Composition; *Spanish; Translation
IDENTIFIERS- *Music Composer; *Zipoli (Domenico)

This study of the Italian-Argentine composer, Domenico Zipoli, Services; Technical Institutes; Two Year Colleges

In 1992, survey data were gathered from 619 public and private community, technical, and junior college disability support service (DSS) personnel regarding DSS services and accommodations in those institutions during the 1991-92 academic year. Designed as a resource for administrators, counselors, students, parents, and policymakers, this report consists of a detailed state-by-state directory providing data on each of the 619 colleges responding to the survey. For each institution, 1991-92 data are provided on: (1) institution location and contact person; (2) total enrollment and DSS enrollment; (3) DSS graduates receiving associate degrees and certificates; (4) numbers of students registered in each of the DSS categories of visual impairment or blindness, deafness/hard of hearing, orthopedic/mobility disorders, speech/language disorders, learning disabilities, developmental disabilities, emotional/behavior disorders, head injuries, and chronic illness and other disabilities; (5) available support services and accommodations; special program features; and outcomes. The remaining sections of the report include a detailed table listing support services and accommodations by state; an index listing special DSS program features (e.g., assessment, and career counseling) and the institutions providing them; and an institutional index. Appendixes provide information on the Americans with Disability Act; list exemplary program award recipients; and review organizational resources. The survey instrument and a summary of the survey findings are included. (PAA)

ED 352 077 JC 920 588

Gibson, Ken

A Report to the Kansas Council of Instructional Administrators on Institutional Effectiveness Assessment and Student Academic Achievement.

PUB DATE- 92

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Achievement; Accreditation (Institutions); Administrator Attitudes; College Outcomes Assessment; Community Colleges; Deans; Educational Quality; Evaluation Criteria; *Evaluation Methods; Institutional Characteristics; *Institutional Evaluation; Organizational Effectiveness; Outcomes of Education; *Self Evaluation (Groups); State Surveys; Two Year Colleges; Two Year College Students

IDENTIFIERS- *Kansas

Recent accreditation guidelines of the North Central Association of Colleges and Schools, as well as various legislative initiatives, require two-year institutions in Kansas to develop measures of student achievement as part of their overall assessment of institutional effectiveness. In July and August of 1992, a subcommittee of the Kansas Council of Instructional Administrators sent a questionnaire to the deans of instruction at Kansas's community colleges to obtain information on each college's institutional effectiveness assessment plans. Survey findings, based on a 100% response rate from the 19 deans, included the following: (1) 79% of the deans indicated that the colleges had engaged in a review of their mission statements as a preparation for assessing institutional effectiveness, though only 47% had involved students in the review process; (2) only six deans viewed faculty members as "strongly committed" to the

Feasibility Studies; Higher Education; *Intercollegiate Cooperation; Participant Satisfaction; *Pilot Projects; Program Design; *Program Evaluation; Program Implementation; Two Year Colleges

IDENTIFIERS- *2 Plus 2 Plus 2 Programs; *California

As a result of a study by the California Postsecondary Education Commission on the feasibility of extending secondary school-community college articulated career programs to the baccalaureate degree level, the 1988-89 state budget provided $410,000 to support the development of a 3-year 2 2 2 pilot program. In November 1988, 18 projects were selected and funded, with a designated focus on program planning. During the second year, 27 projects were funded, with a focus on program implementation. In the final year of the pilot project, 24 of the 27 second-year projects received additional funding, with the goal of institutionalizing the projects and developing materials and resources for dissemination. A third-party evaluation of the project, utilizing site visits, annual reports, and annual debriefing meetings with project directors, revealed that the projects led to major advancements in articulation practices and policies across educational segments; improvement of curriculum and instruction; increased faculty communication; and an expressed sense of professional renewal among project faculty and staff. The evaluations also revealed difficulties in tracking student progress, and a lack of sufficient outcome data to measure the long-term impact of the pilot projects. Recommendations emerging from the evaluation included: (1) allocation of continued funding; (2) careful tracking of student participants; (3) use of social security numbers as universal student identifiers; and (4) funding for a study of the effectiveness of the 2 2 2 teacher education project. Recommendations for building on the work of the pilot projects in light of limited state resources are included. (PAA)

ED 352 094 JC 930 015

Sheehan, Maria C.

Affirmative Action Programs in the California Community Colleges, 1991-92: An Annual Report to the Board of Governors and the Legislature.

PUB DATE- 14 Jan 93

NOTE- 27p.; Discussed as Agenda Item 13 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, January 14, 1993). For 1990-91 report, see ED 335 085.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)

DESCRIPTORS- *Affirmative Action; Annual Reports; Community Colleges; Comparative Analysis; Educational Legislation; Employed Women; *Ethnic Groups; *Long Range Planning; *Minority Groups; State Surveys; Tables (Data); Trend Analysis; Two Year Colleges

IDENTIFIERS- *Assembly Bill 1725 (California 1989); *California Community Colleges

Through Assembly Bill (AB) 1725, the California State Legislature provided two goals for staff diversity in the state's community colleges. The near-term goal was to achieve a 30% systemwide hiring rate of ethnic minorities during the 1992-93 fiscal year, and the long-term goal was to have a workforce in the community colleges that mirrored the demographic characteristics of the state's population by the year 2005. Figures on systemwide hires during the period between fall 1990 the seven participating teachers. The major organizational decisions for all teachers concerned when and how to combine instruction. Those teachers who were most satisfied with their instructional organization were also most satisfied with their combination classroom experiences. Factors that affected the manner in which the teachers organized their classrooms were their county's individualized teaching philosophy, the teachers' varying views of mandated curricula, and the atmosphere of the school and surrounding community. To make combined classrooms a positive experience, the teachers recommended: (1) open communication among administrators, teachers, and parents; (2) approaching the class as a community of learners; and (3) employing innovative teaching methods and original thematic and integrated units. A literature review is included. (AC)

ED 352 111 PS 020 693

Dorr-Bremme, Donald W.
Discourse and Social Identity in a Kindergarten-First Grade Classroom.
PUB DATE- 23 Apr 92
NOTE- 66p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Grade 1; Group Dynamics; Interpersonal Communication; Kindergarten; *Peer Influence; Primary Education; *Self Concept; Social Development; Teacher Attitudes; *Teacher Influence; *Teacher Student Relationship; Verbal Development; *Young Children
IDENTIFIERS- *First Circles; *Social Identify

In this study of students in a combined kindergarten-first grade class, the impact of students' ways of speaking on their classroom social identities was considered. The study focused on discourse in "first circle," a daily event in which teacher and students meet to start school by taking attendance, filling in a calendar, and planning the day's activities. Researchers videotaped and transcribed seven first circles at roughly comparable points across two successive school years. Videotape viewing sessions and interviews were subsequently held with the teacher. The teacher found several dimensions of social identity important, including: academic capability or advancement; maturity; talkativeness; independence; aggressiveness; ability to follow through; and leadership. Her responses to students seemed to depend on how she viewed them both as students and as circle participants. The study concluded that each student's social identity was the conjoint product of everyone's interaction in the classroom scene, rather than a construct between student and teacher. Identities were constructed through a social process in which students' discourse performances and ways of speaking, local exigencies of the speech situation, context-specific discourse rules, and the teacher's interpretative schemes were mutually interdependent. (Contains 51 references, 11 data tables, and 7 examples of dialogue.) (AC)

ED 352 112 PS 020 706

Gold, Max, Ed.; And Others
The Impact of Policy Change. Proceedings of Early Childhood

ED 352 130 PS 020 883

Ferguson, Phil
Extra-Year School Readiness Programs: Equity, Learning and Social Concomitants.
PUB DATE- 1 Oct 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Grade 1; Grade Repetition; *Individual Differences; *Kindergarten; Kindergarten Children; Primary Education; *Program Effectiveness; *School Readiness; Student Promotion; *Transitional Programs; Young Children
IDENTIFIERS- *Extra Year Programs (Kindergarten)

Extra-year school readiness programs, which serve as "developmental kindergartens" or "junior first grades," are well-intentioned transition programs between kindergarten and first grade that are intended to serve children judged to be at risk for early school failure. Despite their good intentions, these programs are counterproductive to an equable public education and serve neither the overwhelming majority of at-risk students nor the constituents of schooling within a democracy. Extra-year placement rates of 5 percent or more implicitly seek to segregate and track students at-risk for learning delays within the framework of nonresponsive, regular education, rather than address the characteristics of the developmental inappropriateness of kindergarten and first-grade programming. Cognitive developmental issues arise from segregated readiness environments which propagate differential cognitive growth between students who are placed in such programs and those who are promoted. Controlled studies indicate that students placed in extra-year readiness programs achieved similar levels of academic and social performance in school in subsequent grades as students who were equally unready but who were promoted ahead. Promoting at-risk students, while providing integrative programming within reorganized early education frameworks, has been shown to be more effective than passive retentions or transitional placements. However, the practice of promoting at-risk students requires a commitment to meeting the needs of all children within the framework of each classroom. A 165-item bibliography is provided. (AC)

ED 352 131 PS 020 890

Quality Education Provision for 3-7 Year Olds: Its Implications and Implementation. Papers To Be Presented at the European Conference on the Quality of Early Childhood Education (2nd, Worcester, United Kingdom, August 27-29, 1992) (Conference Europeene sur la Qualite de L'Enseignement pour jeunes enfants).
PUB DATE- Aug 92
NOTE- 93p.; Conference held under the auspices of the Consortium of Institutions for Development and Research in Education in Europe (CIDREE).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Child Development; *Early Childhood Education; Educational Assessment; *Educational Practices; *Educational Quality; Educational Research; Program Descriptions; Program Implementation; *Research and Development; Teacher Education; Teacher Role; *Theory Practice Relationship

Papers from the National Conference on Practical Approaches to Resolving Behaviour Problems (2nd, Sydney, New South Wales, Australia, July 1990). Programs Implementation and System Initiatives.

PUB DATE- 90

NOTE- 270p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Behavior Disorders; *Behavior Modification; *Behavior Problems; *Classroom Techniques; Disabilities; Discipline; Elementary Secondary Education; Emotional Disturbances; Family Characteristics; Foreign Countries; *High Risk Students; Interpersonal Competence; Parent Participation; Parent Student Relationship; *Program Evaluation; Program Implementation; Punishment; Special Education; Values

IDENTIFIERS- *Australia

This collection of papers focuses on practical approaches to resolving behavior problems in the Australian school system. The papers are divided into four general categories: perspectives on behavior problems, focusing on families, schools and system initiatives, and programs in special settings. The papers include: (1) "Beyond Punishment," by Kenneth Nunn; (2) "Biological Perspectives on Behaviour Problems: An Essential Consideration for Practical Resolution," by Paul Hutchins; (3) "The Management of Behaviour: A Special Education Perspective," by John Elkins; (4) "Coping with Behaviour Problems in New South Wales High Schools," by Robert Conway, John Tierney, and Neville Schofield; (5) "Teacher Perceptions of Assistance Required by Students with Behavioural or Motivational Problems," by Christopher Szaday, Des Pickering, and Paul Duerdoth; (6) "Improving Parent-Adolescent Relationships: Evaluation of a Training Program," by John Ledez; (7) "Management of Young Children Program: A Shared Responsibility," by Toni Johnson; (8) "Parents as Tutors of Children," by Pam Clayton; (9) "Catering for School Resisters at Girrawheen Senior High School," by Norrine Anderson; (10) "Adolescent Anger Control: A Group Counseling Program," by Lyn Everingham; (11) "Training Social Skills in Young People while Managing their Behaviour," by Lindy Petersen; (12) "The Delivery of Behaviour Management Skills to Classroom Teachers," by William Willis; (13) "Behaviour Change: A Whole School Approach," by Peter Young; (14) "Cooperative Learning: An Approach to Preventing Discipline Problems," by Terry Lee; (15) "Behaviour Disorders: System Initiatives of the Queenland Department of Education," by Buffy Lavery; (16) "Behaviour Department of Education," by Buffy Lavery; (16) "Behavior Disorders: System Initiatives of the Australian Capital Territory Department of Education," by Sandra Renew; (17) "The St. Andrew's Program: Adolescents Learning to Live," by Janet Clark-Duff, Wendy Watson, and Greg Hitchens; (18) "A Contract-Based Approach to Facilitate Successful Reintegration," by Charmaine Driver; (19) "Disconnecting the Wheels: The Behaviour Management of Students," by Anne Bolst; (20) "Modifying Behaviour through Withdrawal," by Helen Farrell; (21) "Ze Count's Five Steps: A Compliance Training Program," by Ken Ford; (22) "Education Services to Disturbed Youth through a Tutorial Centre," by Warwick Lindsay; and (23) "A Wholistic Approach to Behavior Management in Schools," by Stephen Henderson. A list of conference participants is included. (MM)

ED 352 151 PS 020 933

DESCRIPTORS- *Data Analysis; Data Collection; Day Care; Doctoral Dissertations; *Ethnography; Pilot Projects; Preschool Education; *Qualitative Research; Research Design; Researchers; *Research Methodology; Research Reports; Teacher Attitudes; *Teacher Expectations of Students; Technical Writing; Young Children

IDENTIFIERS- *Concept Maps; Grounded Theory; Thematic Maps; *Theory Development

The progress of a novice ethnographic researcher is traced from problems associated with a pilot study through the production of a final draft of her dissertation--an observational case study. Focus is on the data analysis process, the development of conceptual maps leading to an emergent grounded theory, and writing the dissertation. Research questions center around the existence of teacher expectations and the subsequent effect that expectations may have for 4-year-old children's future school success. The study was conducted in a private day care center in a mid-sized university community in the southeastern United States. Three prekindergarten classes (54 children and 3 teachers) participated in the preliminary study conducted in April through June of 1990, and 3 teachers (1 from the original study) and 48 children participated in the dissertation study in August 1990. Many changes in the researcher's data collection and analysis procedures resulted from the preliminary study as her naive perspective and idealistic expectations about student-teacher interactions gave way to a more realistic approach, and the research questions were refined and modified for the dissertation study, along with a revised interview and observation process. Writing the dissertation and drawing up a conceptual map of the emergent theory clarified the findings that teachers of 4-year-olds do have expectations for behavior and academic performance, and do treat children differently according to their expectations. Three figures present the conceptual map as it developed. (SLD)

ED 352 168 PS 020 959

Goore, Selma

Infusing Critical Thinking Skills in a School-Age Child Care Program through Specific Staff Planning.

PUB DATE- 92

NOTE- 68p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- After School Programs; Child Caregivers; Children; *Critical Thinking; Decision Making; *Educational Planning; Outcomes of Education; Primary Education; Problem Solving; Program Development; *School Age Day Care; Skill Development; *Staff Development; *Thinking Skills

An attempt was made to increase selected aspects of critical thinking skills of children in a school-age child care program through staff planning of specific program activities using typical activities that would normally occur in these programs. Increased staff members' awareness of their role in facilitating the development of children's critical thinking skills was expected. Three staff members at a site that served a maximum of 45 children daily were trained to use problem-solving techniques to implement their daily program, to model problem-solving behavior and the vocabulary of thinking for the children, to structure activities to develop an understanding of the difference between fact and opinion, and to plan opportunities for the children to use a problem-solving approach. By the end of the practicum, monthly programs planned

Treme, Cindy Gehron
Improving Motor Skill Development for Toddlers and Preschoolers through Planning and Teacher Involvement.
PUB DATE- 92
NOTE- 83p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Curriculum Development; Day Care; Early Childhood Education; Inservice Teacher Education; *Motor Development; Outdoor Activities; Physical Fitness; *Play; Playground Activities; *Preschool Children; Preschool Education; *Preschool Teachers; *Psychomotor Skills; Surveys; Teacher Attitudes; *Toddlers

This practicum report describes an intervention designed to increase opportunities for children in a day care center and preschool to practice gross motor skills, and to help teachers gain confidence in their ability to foster children's maturation. It was expected that as a result of the intervention, 50 of 70 children would participate in gross motor outdoor play on a daily basis, and that 5 of 7 teachers would plan gross motor experiences and playground activities for children. The 12-week intervention involved: (1) improvement and acquisition of playground equipment; (2) provision of gross motor lesson plans and a reference list about gross motor play; (3) an in-service training session on child and gross motor development; (4) teacher meetings with the center director for planning a gross motor curriculum; (5) a newsletter to parents describing the intervention; and (6) teacher meetings to discuss problems and successes in the program. Outcomes were measured by pre- and postintervention teacher surveys and observations of children. Observations indicated that more than 50 children participated in gross motor outdoor activities on a daily basis. All teachers gave an above-average response to survey indicators that measured their perceptions of their own level of training and ability. Twelve appendices include various forms and planning guides used in the intervention and other relevant materials. (BC)

ED 352 186 PS 020 989

Moll, Ian
The Material and the Social in Vygotsky's Theory of Cognitive Development.
PUB DATE- 18 Apr 91
NOTE- 20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-21, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biological Influences; *Cognitive Development; Cognitive Psychology; *Cultural Influences; *Learning Theories; Marxism; *Socialization; *Social Psychology; Young Children
IDENTIFIERS- *Vygotsky (Lev S)

Lev Vygotsky argues that natural properties as well as social relations, constrain--and therefore make possible--the social construction of a child's higher psychological processes. Most social constructivists in the cultural-historical tradition focus on three Vygotskian tenets: (1) the internalization of auxiliary cultural means or signs constitutes the development grievances and appeals of rulings are explained. Organizations in Washington, D.C. and Illinois that serve the needs of homeless people are listed. (BC)

ED 352 206 PS 021 039

Parental Satisfaction with Schools and the Need for Standards. Education Research Report.
PUB DATE- Nov 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Educational Quality; Grade 8; *Grades (Scholastic); Junior High Schools; Junior High School Students; *Mathematics Achievement; *Parent Attitudes; Parents; Parent School Relationship; *School Effectiveness
IDENTIFIERS- National Council of Teachers of Mathematics; National Education Longitudinal Study 1988

This research report compares parents' satisfaction about the quality of their eighth grade childrens' schooling with the childrens' mathematics achievement. The report uses data from the National Education Longitudinal Study of 1988 (NELS88). Despite low student achievement in mathematics as indicated by a study conducted in 1990, data from the NELS88 indicated that a large majority of parents of eighth grade students in public and private schools believed that their child's school was doing a good job of preparing students for high school and college. This was indicated for parents in general, and for parents of low-achieving students and students attending schools in high poverty neighborhoods in particular. Parents rely primarily on grades to determine how much their children are learning. In light of the fact, however, that 45 percent of students who scored in the bottom quarter of the NELS88 mathematics test reported getting mostly As and Bs on their report cards, parents cannot rely solely on their children's grades to determine the quality of their education. Parents need external standards against which they can assess the performance of their children and their children's schools. In mathematics, such standards have been developed by the National Council of Teachers of Mathematics. Parents can procure a copy of these standards and ask their children's teachers specific questions about grades and students' preparation for high school and college. (BC)

ED 352 207 PS 021 046

Developing an Action Plan for Partnerships between Head Start and Public Schools. Summary of Meeting (Washington, D.C., December 3, 1990).
PUB DATE- 3 Dec 90
NOTE- 11p.; Prepared for the U.S. Department of Education, Compensatory Education Programs.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Coordination; Curriculum Development; *Early Childhood Education; *Educational Cooperation; *Educational Planning; Family School Relationship; Meetings; Parent

administrator preservice and inservice education; (6) research and evaluation; and (7) liaison and coordination. An appendix contains principles and guidelines for Indian and Metis curriculum development. (SV)

ED 352 225 RC 018 869

Diverse Voices: Selecting Equitable Resources for Indian and Metis Education.
PUB DATE- Apr 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- American Indian Culture; American Indian Education; American Indians; *Canada Natives; *Cultural Awareness; Cultural Education; Cultural Exchange; Curriculum Evaluation; Elementary Secondary Education; *Ethnic Bias; Foreign Countries; Guidelines; *Instructional Material Evaluation; *Racial Bias; Textbook Standards
IDENTIFIERS- *Curriculum Standards; Metis (People); Native Americans; Saskatchewan

These guidelines were developed for evaluating school resource materials to determine whether they are fair and equitable to the indigenous peoples of Saskatchewan. The document opens with a discussion of terms relating to indigenous peoples and briefly examines what the terms can mean in different contexts. The guidelines consists of 68 specific questions emphasizing the importance of cultural diversity, cultural identity, and cultural interaction. Each question is followed by a statement explaining the element of indigenous culture to which the question applies. The questions are categorized under eight topics: (1) general questions for all resources; (2) portrayal of cultural interactions; (3) portrayal of traditions and institutions; (4) portrayal of identity; (5) use of language; (6) use of visuals; (7) literature; and (8) oral literature (songs, poems, and stories). The questions can be used exclusively by evaluators, including teachers, or in cooperation with elementary and secondary students. The document includes 14 references. (TES)

ED 352 226 RC 018 876

Henderson, Karla A., Ed.
Coalition for Education in the Outdoors. Research Symposium Proceedings (Bradford Woods, Indiana, January 17-19, 1992).
PUB DATE- Jan 92
NOTE- 109p.; For selected individual papers, see RC 018 877-881.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Interdisciplinary Approach; *Literature Reviews; Outcomes of Treatment; *Outdoor Education; Program Development; Program Evaluation; Program Implementation; *Psychotherapy; Research Methodology; *Research Needs; *Research Problems; Therapy
IDENTIFIERS- *Coalition for Education in the Outdoors

Proceedings of a symposium sponsored by the Coalition for Education in the Outdoors (CEO) are presented in this report. The CEO is a network of institutions, organizations, agencies, businesses, and associations in support of outdoor education.

sex, regional and rural/urban residence, educational attainment, political affiliation, and socio-political awareness score. (SV)

ED 352 244 RC 018 914

Stoops, Jack W.
Curriculum Renewal: What Is Involved for Small, Rural Schools? Handbook One.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 92
NOTE- 62p.; For Handbook Two, see RC 018 915.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Board of Education Policy; *Board of Education Role; *Community Resources; Curriculum Design; *Curriculum Development; Curriculum Research; Elementary Secondary Education; Long Range Planning; *Policy Formation; Rural Areas; *Rural Schools; School Districts; State Standards
IDENTIFIERS- *Small School Districts

This handbook contains specific suggestions and activities designed to assist small, rural school districts in identifying local resources for determining their readiness and capacity for curriculum renewal. State education agencies are becoming more active in curriculum issues, with new standards guiding local resources, practices, and learning outcomes. Much of the focus is moving from traditional process standards to the articulation of common curriculum goals, school performance reporting, and self-study. Careful analysis of available information can identify activities which are necessary to meet new mandates. Local curricular needs and priorities sometimes emerge from professional, regional, or national trends, which can be recast to reflect the local situation. Whatever the rationale for change, it is always necessary to review available resources in research and literature to identify current information. It is most important that district administrations support and foster renewal efforts. Policies that support school change are indicators of an environment that fosters improvement. Curriculum renewal should be a continuous process that includes research into existing literature. Curricular needs and questions often emerge from local improvement efforts, which can be transformed into broader goals. Long-term planning is especially important and should include creating an initial climate for change. The document contains worksheets to help districts identify local needs and resources. (TES)

ED 352 245 RC 018 915

Stoops, Jack W.
The Use of Consortia To Engage in Curriculum Renewal. Handbook Two.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 92
NOTE- 101p.; For Handbook One, see RC 018 914.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-

Reporting, are: (12) Toward a Test Theory for Assessing Student Understanding (Robert Mislevy, Kentaro Yamamoto, and Steven Anacker); (13) Interpreting Responses to Problems with Several Levels and Types of Correct Answers (Susan Lamon and Richard Lesh); and (14) Using Learning Progress Maps to Improve Educational Decision Making (Richard Lesh, Susan Lamon, Brian Gong, and Thomas Post). Part V on difficulties, opportunities, and future directions in assessment contains chapters (15), Future Directions for Mathematics Assessment (Richard Lesh, Susan Lamon, Frank Lester, and Merlyn Behr), and (16), The Intellectual Prices of Secrecy in Mathematics Assessment (Judah Schwartz). (MDH)

ED 352 263 SE 053 334

Rosebery, Ann S.; And Others
Appropriating Scientific Discourse: Findings From Language Minority Classrooms. Research Report: 3. Revised.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 92
NOTE- 31p.; A version of this paper is also published in The Journal of the Learning Sciences, Vol. 1, No. 2, 1992. pp. 61-94.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; Bilingual Students; *Cultural Influences; Educational Change; High Schools; High School Students; Incentives; Inquiry; Integrated Curriculum; Junior High Schools; Junior High School Students; Middle Schools; *Minority Groups; Science Education; Science Experiments; *Scientific Methodology; Social Influences; *Thinking Skills; *Transfer of Training
IDENTIFIERS- Cheche Konnen Middle School Students; *Collaborative Inquiry; *Science Process Skills

This paper reports a study of the effects of a collaborative inquiry approach to science on language minority students' (middle and high school) learning. This approach emphasizes involving the students, most of whom have had very little schooling, in "doing science" in ways that scientists practice. This study addresses the question: To what extent do students appropriate collaborative scientific inquiry? The authors focus the analysis on changes in students' conceptual knowledge and use of hypotheses, experiments, and explanations to organize their reasoning in the context of two think-aloud problems. The findings indicate that at the beginning of the school year the students' reasoning was non-analytic and bound to personal experience. By contrast, at the end of the school year they reasoned in terms of a larger explanatory system; used hypotheses to organize and give directions to their reasoning; and demonstrated an awareness of the function of experimentation in producing evidence to evaluate hypotheses. (Author/PR)

ED 352 264 SE 053 387

Ball, Deborah Loewenberg
Implementing the NCTM Standards: Hopes and Hurdles. Issue Paper 92-2.
SPONS. AGENCY- National Center for Research on Teacher Education, East Lansing, MI.
PUB DATE- Aug 92
NOTE- 25p.

ED 352 284 SO 022 067

Tucker, Jan L.
Global Education Comes to Russia in 1991.
PUB DATE- 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Educational Change; Educational Policy; Elementary Secondary Education; Foreign Countries; *International Education; *International Educational Exchange; *International Studies; World Affairs
IDENTIFIERS- *Global Education; *Russia; USSR

This paper discusses the first international conference on the future of education in Russia held in Sochi, Russia, in September of 1991. The focus was on recent efforts that have been made by educators to develop global education in Russian schools. These efforts include a detailed project for the development of global education in Russia and other former Soviet republics which the participants at the Sochi Conference designed and on which they reported. The report argues that global education is important in Russia and other republics because it teaches about the interdependence of world cultures, it increases social and cultural awareness and communication with other cultures, and it transforms and integrates a culture/nation into the world community and from a closed society to an open society. The report concludes that Russian and U.S. educators interested in the development of global education programs have much to learn from each other. (DB)

ED 352 285 SO 022 071

Nelson, Murry
Methods of Resolving Conflict--The Voice of Norwegian Youth.
PUB DATE- Nov 91
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council for the Social Studies Washington, DC, November, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict Resolution; Educational Research; Foreign Countries; High Schools; *High School Students; Interpersonal Communication; Interviews; Problem Solving; Qualitative Research; *Student Attitudes; Student Behavior; Youth
IDENTIFIERS- *Norway

This study examines the beliefs of Norwegian 16 year-olds about conflict resolution strategies. During 1990-91 over 40 high school students were interviewed in over 50 upper secondary schools throughout Norway. The interviews were conducted in English with groups of two or three students. The students interviewed had stronger English language skills and were generally among the brighter and more verbally adept students. Interviewees were asked about how they would choose to resolve conflicts in situations with other students at school, with students outside of school settings, with siblings, and about how adults choose to resolve conflicts. The study reported that Norwegian 16 year-olds view compromise as the most effective tool for conflict resolution. The youths also tend to disfavor the use of intermediaries in conflicts such as those between parents or teachers. Courts and lawyers are even less popular as intermediaries. A 9-item list of references is included. (DB)

ED 352 306 SO 022 712

Nucho, Leslie Schmida, Ed.; And Others
Arab World Almanac, Volume 2, 1990-91.
PUB DATE- 91
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arabs; Area Studies; Foreign Countries; Foreign Culture; High Schools; Instructional Materials; Islamic Culture; Learning Activities; *Middle Eastern Studies; Petroleum Industry; *Social Studies; Teaching Methods; World Affairs; World History; World War I; World War II

Each of the three issues of this volume of "Arab World Almanac" features a self-contained lesson plan on one aspect of the Arab world. The Fall, 1990 issue focuses on "Oil and the Arab World." The Winter, 1991 issue looks at "The Arab World in the World Wars." The Spring, 1991 issue examines "Islamic Revival in the Arab World." Each issue includes lesson objectives, classroom activities and resources, and selected background references or resources. The issues also included background essays, maps, articles, primary resources, and other materials. (DB)

ED 352 307 SO 022 821

DeSensi, Frank; Rostov, Susan
Curriculum Package: Elementary School Social Studies Lessons. A Visit to the Louisville, Kentucky Airports: Standiford and Bowman Fields.
PUB DATE- 91
NOTE- 68p.; For related documents, see SO 022 822-823. For another set of related documents, see SE 053 418-419.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Airports; Aviation Education; Class Activities; Elementary Education; Elementary Schools; Elementary School Students; *Field Trips; Instructional Materials; *Social Studies
IDENTIFIERS- *Kentucky (Louisville)

These lesson plans are designed for use by elementary school social studies teachers who take their classes to tour the regional airports of Louisville, Kentucky. Fifteen lesson plans are included: "That's My Team"; "Who Said That?" "Me? Fly?"; "I Know It's Around Here Someplace!"; "How Far Did You Say?"; "Weather or Not"; "I Read About It!"; "Where Did We Go?"; "It's Time!"; "Which Way Did They Go?" "By the Numbers Now!"; "Parts Are Parts"; "Introducing the Regional Airport Authority"; "Where in the World"; and "Who Is a Helper?" Each lesson includes the following information for teachers: title, grade level, skills, performance objectives, materials, and procedures. A bibliography is provided along with an appendix that lists organizations from which educational resources about aviation and aerospace are available. (DB)

ED 352 308 SO 022 822

DeSensi, Frank; Rostov, Susan
Curriculum Package: Middle School Social Studies Lessons. A Visit to the Louisville, Kentucky Airports: Standiford and

ED 352 326 SP 034 129

Lipman, Matthew
Critical Thinking: What Can It Be? Resource Publication, Series 1 No. 1.
PUB DATE- 88
NOTE- 15p.; For other documents in this series, see SP 034 130-138.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; College Instruction; *Critical Thinking; *Curriculum Development; *Educational Objectives; *Faculty Development; Higher Education; *Thinking Skills

Critical thinking is a cultivation of that strand of traditional education which stresses the cultivation of wisdom and its application to both practice and life. To strengthen critical thinking in schools and colleges, it is necessary to know its defining features, its characteristic outcomes, and its underlying conditions. The outcomes of critical thinking are judgments; and the nature of judgment is such that critical thinking may be defined as skillful, responsible thinking that facilitates good judgment because (1) it relies upon criteria; (2) it is self-correcting, and (3) it is sensitive to context. The very meaning of "criterion" is "a rule or principle utilized in the making of judgments." Judgment, in turn, is a skill; therefore critical thinking is skillful thinking, and skills can only be defined through criteria by which performance can be evaluated. So critical thinking is thinking that both employs criteria and can be assessed by appeal to criteria. Important criteria are reliability, strength, relevance, coherence, and consistency. Critical thinking is self-corrective, promoting a community of inquiry in the classroom by requiring students to discover weaknesses in their own thinking and to rectify faults in their procedures. Finally, thinking that is sensitive to context involves recognition of: exceptional or irregular circumstances and conditions; special limitations, contingencies, or constraints; overall configurations; the possibility that evidence is atypical; and the possibility that some meanings do not translate from one context or domain to another. Exemplary instances of critical thinking can be found in the best practice of law and medicine. The relevance of critical thinking to the enhancement of K-12 and college education is related to the shift from learning to thinking as the focus of education and to the goal of helping students develop the reasoning skills that will enable them to exercise good judgment. (IAH)

ED 352 327 SP 034 130

Paul, Richard W.
Two Conflicting Theories of Knowledge, Learning, and Literacy: The Didactic and the Critical. Resource Publication, Series 1 No. 2.
PUB DATE- 88
NOTE- 14p.; For other documents in this series, see SP 034 129-138.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Instruction; *Critical Thinking;

into the Estonian language. (LL)

ED 352 345 SP 034 205

Nature-Computer Camp 1991. Chapter 2 Program Evaluation Report.
PUB DATE- Jun 92
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Science Education; *Environmental Education; Grade 6; Intermediate Grades; *Interpersonal Competence; Program Design; *Program Effectiveness; *Resident Camp Programs; *Student Attitudes; Summer Programs
IDENTIFIERS- Education Consolidation Improvement Act Chapter 2; *Nature Computer Camp DC

The District of Columbia Public Schools Nature Computer Camp (NCC) is an environmental/computer program which has been operating in the Catoctin Mountain Park (Maryland) since 1983. The camp operates for five one-week sessions serving a total of 406 regular sixth-grade students representing 84 elementary schools with an average of 81 students per session. NCC is designed to: reduce geographical isolation of urban youngsters; provide opportunities to live and learn through contact with nature; develop computer literacy; and improve the children's social and interpersonal skills. Findings of this evaluation study are as follows: (1) all aspects of the program were given a high rating by a majority of students; (2) results of the student attitude surveys on 406 students showed that student campers maintained or increased positive views toward the program; (3) postassessment scores on counselor checklists showed that campers acquired appropriate socialization; and (4) students demonstrated mastery in measurement and problem solving skills. Results on a sample of 240 cases for which both pre- and posttest science and computer scores were available revealed significant increases in both areas. A recommendation and seven appendixes which include forms, records of student participation, checklists, and student attitude surveys and rating scales complete the document. (LL)

ED 352 346 SP 034 206

Harmon, Frank W.
An Instructional Theory: A Practical Context for Instructional Decisions.
PUB DATE- 92
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Context Effect; *Decision Making; Educational Practices; Educational Theories; Elementary Secondary Education; *Instruction; *Learning Processes; Learning Strategies; *Theory Practice Relationship
IDENTIFIERS- Berlak (A); Berlak (H); *Dilemmas of Schooling; *Instructional Decision Model

The instructional theory presented in this document provides an explanation and context for making instructional decisions. The theory's purpose is to facilitate continual inquiry in the real world of teaching; to facilitate the decision making role of teachers and researchers; and to enable teachers and scholars more clearly to describe and explain schooling. The theory is organized into three sections: (1) a rationale and

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; Case Studies; Collegiality; *Faculty Development; Foreign Countries; Inservice Teacher Education; National Norms; National Surveys; Professional Recognition; *School Policy; *Science Teachers; Secondary Education; Self Efficacy; *Teacher Attitudes; Teacher Evaluation; Teaching (Occupation); *Work Environment
IDENTIFIERS- *Australia; Knowledge Bases; Monash University (Australia); Reform Efforts; Science Education Research

This paper reports on an interview study conducted with 80 science teachers in 12 secondary schools across Australia. The study was one component of the Science Education Professional Development Project, charged with developing a national strategy for enhancing the professional development of science teachers. Initial interviews were conducted with 30 science teachers in 6 schools. Teachers were asked to talk about attitudes towards their work and to address the impact of policy. A second wave of interviews in seven more schools focused on developing and testing the significance of issues and themes which emerged during the first wave. Subsequent to the presentation and interpretation of a single case study, it was argued that many science teachers have a weak professional identity and feel "loosely connected" with: science and scientists; a professional knowledge base; professional development; collegiality; a sense of efficacy; professional identity and professional norms; recognition; status and evaluation; and professional standards. Implications for a professional development strategy based on these loose connections include strengthening both the professional community of science teaching and the relationship between professional development and career development. (Contains 29 references.) (LL)

ED 352 365 SP 034 253

Ingvarson, Lawrence; Fineberg, Warren
Developing and Using Cases of Pedagogical Content Knowledge in the Professional Development of Science Teachers.
PUB DATE- Apr 92
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; *Educational Practices; Faculty Development; Foreign Countries; Inservice Teacher Education; Science Instruction; *Science Teachers; Secondary Education; *Sharing Behavior; Teacher Effectiveness; *Teaching Experience
IDENTIFIERS- Australia; Case Method (Teaching Technique); Monash University (Australia); *Pedagogical Content Knowledge; Reform Efforts; Science Education Research

Documented cases of quality science teaching have the potential to share the best of what has been taught with science teachers in all science classrooms. This paper reports on the use of case studies of practice as mechanisms for recognizing good ideas for teaching science, documenting them, and making them readily accessible to teachers. An objective of the Science Education Professional Development Project (SEPD), conducted at Monash University (Australia), was to develop a national

Nordic counties of Sweden, Norway, Denmark, and Finland, as well as Eastern European countries. Following an introduction the opening speech by Alexander Sannikov, the UNESCO Secretariat, is reproduced. Part I contains papers and comments on the evaluation of higher education in the four Nordic countries. The first, on Denmark, identifies three periods or eras since 1945 characterized by the doldrums, student activism, and professionalism, respectively. The second paper, on Finland, discusses forms of evaluation and development since 1960. It proposes a concept of development centers. The paper on evaluation of higher education in Norway reviews government initiative and the problems of management and evaluation. It notes the low productivity level of this particular system. The chapter on Sweden considers various types of evaluation and describes the Swedish system. Part II contains three shorter studies on Eastern Europe, one on Bulgaria, one on Germany and a third on the Soviet Republics. Where comments on papers were received, they are included in the publication. Most papers offer extensive references. (JB)

ED 351 927 HE 025 985

Astin, Alexander W.
What Matters in College? Four Critical Years Revisited. Jossey-Bass Higher and Adult Education Series.
PUB DATE- 93
NOTE- 482p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Career Development; Cognitive Development; College Environment; *College Students; *Educational Experience; Higher Education; Intellectual Development; *Outcomes of Education; Participant Satisfaction; Personality; Political Affiliation; Self Concept; *Social Experience; Student Attitudes; Student Behavior; *Student Development; Student Participation; *Undergraduate Study

This book presents the extensive results of a study of how students are affected by their college experiences. Chapter 1 discusses the question of how to assess the impact of the college experience and outlines the overall design of the study. Chapter 2 describes each of the 135 college environmental measures and 57 "student involvement" measures used in the analysis. Chapter 3 presents a detailed evaluation of how the environmental characteristics and the experiences of involvement affect a single outcome measure: the student's political identification. The next six chapters present findings concerning environmental and involvement effects on eighty-one other outcomes. Chapter 4 treat personality and self-concept. Chapter 5 covers attitudes, values and beliefs. Chapter 6 details behavior patterns and changes. Chapter 7 looks at academic and cognitive development. Chapter 8 discusses career development. Chapter 9 treats satisfaction with college. Chapter 10 summarizes the results separately for each environmental measure, and Chapter 11 summarizes results separately for each involvement measure. The final chapter discusses the implication of the study for educational theory and practice. Appended are additional technical details concerning the analyses. Also included are an index and over 80 references. (Author/JB)

ED 351 928 HE 025 986

Zuber-Skerritt, Ortrun

Management, and an examination of SUCCEED program goals and objectives in curriculum development. Finally, the report provides the SUCCEED 1992 annual calendar of events, meeting agendas, and administrative milestones. (GLR)

ED 351 946 HE 026 008

Tehranian, Majid, Ed.
Restructuring for Ethnic Peace: A Public Debate at the University of Hawaii.
PUB DATE- 91
NOTE- 197p.; Based on a series of public forums (Honolulu, HI, Spring, 1991).
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Books (010)
DESCRIPTORS- *Academic Freedom; *Affirmative Action; College School Cooperation; College Students; *Colonialism; *Ethnic Discrimination; Ethnic Groups; *Ethnic Relations; Group Discussion; Higher Education; Interpersonal Relationship; Peace; Racial Relations; School Role; Sexual Harassment; Social Action
IDENTIFIERS- *Hawaii

This volume represents the outcome of a series of seven public forums held at the University of Hawaii on problems of ethnic peace. The papers included cover such topics as academic freedom and responsibility; affirmative action and grievances; legacies of colonialism and racism; dynamics of class, ethnicity, culture, and education; and finally the search for ethnic peace in Hawaii. Panelist presentations are as follows: "Remarks on the Limits of Academic Freedom" (Kenneth Kipnis); "The Politics of Academic Freedom as the Politics of White Racism" (Haunani-Kay Trask); "Discursive Politics" (Kathy E. Ferguson); "The Responsibilities of the Academic" (Peter Manicas); "Native Hawaiian Students and the Role of the University" (Kaleimomi'olani Decker); "Sexual Harassment and the University's Responsibility" (Susan Hippensteele); "The University's Attitude Toward Students" (Robert Wisotzkey); "The Legacy of Racism and the Role of the University" (Manfred Henningsen); "'Which Side Are You On?'" (David E. Stannard); "The Politics of Survival" (Kathryn Waddell Takara); "The Invalidity of the Concept of 'Race'" (Emanuel J. Drechsel); "The Legacy of Colonialism and the Role of the University - A Native Hawaiian Point of View" (Lilikala Kame'eleihiwa); "A Journey into the Mind and Body of a Colonial Institution" (Farideh Farhi); "To Challenge Colonial Structures and Preserve the Integrity of Place: The Unique Potential Role of the University" (Noel Kent); "Colonialism at the University of Hawaii: The Experience of a Pacific Island Student" (David Welchman Gegeo); "Academic Freedom" (Majid Tehranian); "The University's Responsibility toward Students" (Mary Tiles); "Racism and the University: The Search for Ethnic Peace" (Franklin S. Odo); "The Search for Ethnic Peace in Hawaii" (Donald M. Topping); "A Native Hawaiian Basis for University Restructuring" (Alohilani Kuala); "Perspectives on Racism" (Steven Ito); "Immigrants and Racism" (Sheila Forman); "Baha'i Faith and Ethnic Peace" (Fariba Piroozmandi); and "Restructuring for Ethnic Peace at the University of Hawaii" (Luciano Minerbi). The report also includes roundtable reports from a forum on class, ethnic identity, culture, and education in Hawaii. Appendices include documents to assist in understanding references made in the papers to specific people and events on the University of Hawaii campus. (References accompany some papers.)(GLR)

Appendices include the survey instrument and the narrative response catalog. Contains 16 references. (Author/GLR)

ED 351 965 HE 026 029

Deutschman, Alan
Winning Money for College. The High School Students' Guide to Scholarship Contests. Third Edition.
PUB DATE- 1 Oct 92
NOTE- 199p.; Cover title varies slightly.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Awards; *College Bound Students; Competitive Selection; *Financial Support; Guidelines; Higher Education; High School Students; Paying for College; Program Descriptions; *Qualifications; *Scholarships

This book provides scholarship information for college bound students on how they can turn their talents and accomplishments into money for college via contests and competition. It notes that these scholarships, usually sponsored by associations and corporations, recognize student excellence in leadership, citizenship, science and engineering, public speaking, writing, the arts, humanities and foreign languages, and vocational/technical skills. Besides these areas, the book also includes scholarships that recognize less traditional student achievements such as political cartooning, writing, and designing and building a working device powered through batteries. The book recommends a number of strategies to help the student maximize their chances of winning one of these types of awards. It also includes updated contact information as well as several new sources for scholarships. Each contest or scholarship program profile provides: (1) eligibility and contest requirements; (2) the number and value of available scholarships; (3) information about the application process, deadlines, and rule; (4) helpful hints and strategies; and (5) interviews with previous winners or program officials. Addresses for each program are noted and samples of winning entries are included throughout the book. The appendix describes two super awards that come from success in previous academic achievement or competitive performance. Contains an interest area index. (GLR)

ED 351 966 HE 026 030

...Then Work for Change: A Report to the Council of Ontario Universities from Its Committee on the Status of Women.
PUB DATE- 28 Aug 92
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Choice; Career Planning; *Educational Environment; *Females; Higher Education; Long Range Planning; School Security; *Social Status; *Universities; *Women Faculty; Womens Studies
IDENTIFIERS- *Council of Ontario Universities; *Ontario University System

This report presents past activities and future agendas of a Committee on the Status of Women at Ontario universities for the 1991-92 academic year. A first section gives a short history of the committee and an overview of the 1991-92 lack of confidence on factors ranging from time needed for the management of other programs to an apparent lack of interest in direct lending. Appendices include details of the study methodology, an analysis of statistical assumptions, a rationale for the focus group methodology, cost saving comparisons from the use of direct lending and a list of major contributors to the report. (GLR)

ED 351 985 HE 026 052

Higher Education Amendments of 1992. Conference Report To Accompany S. 1150. House of Representatives, 102d Congress, 2d Session.
PUB DATE- 29 Jun 92
NOTE- 605p.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Cooperative Education; Educational Facilities; Educational Facilities Improvement; Educational Improvement; *Educational Legislation; Educational Quality; Faculty Recruitment; *Federal Legislation; Government School Relationship; Graduate Study; *Higher Education; International Education; Library Facilities; Postsecondary Education; Student Financial Aid; Undergraduate Study
IDENTIFIERS- Congress 102nd; Higher Education Act 1965; *Higher Education Act Amendments 1992; House of Representatives

This conference report concerns Senate bill 1150, the 1992 amendments to the Higher Education Act of 1965. The legislation addresses the following subjects: (1) Partnerships for Educational Excellence; (2) Academic Library and Information Technology Enhancement; (3) Institutional Aid; (4) Student Assistance; (5) Educator Recruitment, Retention, and Development; (6) International Education Programs; (7) Construction, Reconstruction, and Renovation of Academic Facilities; (8) Cooperative Education; (9) Graduate Programs; (10) Postsecondary Improvement Programs; (11) Community Service Programs; (12) General Provisions and Demonstration Programs; (13) Indian Higher Education Programs; (14) Studies and Commissions; and (15) Related Programs and Amendments to Other Laws. An extensive explanatory statement by the Conference Committee identifies all differences between the House and Senate bills and the conference resolutions to these differences. (GLR)

ED 351 986 HE 026 054

Christensen, Robert L.; Wylie, Neil
The New England Cooperative Extension Consortium Project: A Synopsis.
PUB DATE- 2 Oct 92
NOTE- 8p.; Paper presented at the annual meeting of the Council on Interinstitutional Leadership (Charlotte, NC, October 2, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agricultural Education; *Consortia; Cooperative Planning; Educational Demand; Educational Improvement; Educational Planning; Educational Quality; *Extension Education; Higher Education; Intercollegiate Cooperation; Postsecondary Education; Regional Programs

IDENTIFIERS- Millersville University PA

This strategic plan postulates the goals and directions that the Millersville University Library (Pennsylvania) will strive to achieve during the next 5 years and beyond; defines the central place in the campus community that the library maintains; outlines how change will affect its services, collections, staff, facilities and users; provides an understanding of how future changes in information technology and scholarly communication will affect the library; and plans ways to foster collaborative relationships that must exist among the library, other university units, and various user groups. The narrative report includes a copy of the mission statement; a brief introduction; and discussions of critical success factors (i.e., establishing collaborative relationships, staffing resources, collection development resources, physical environment resources, automation resources, and operating resources); environmental influences; and evaluation and assessment. A brief concluding statement precedes summaries of the strategic plan goals for 1991-1995 (services, collection development, staff organization and development, and physical environment) and annual goals and plans for 1991-92. Details of the strategic goals, objectives, and strategies for each of the areas are appended and a glossary of terms is provided. (ALF)

ED 352 004 IR 015 833

Oke, Lorne
The Need for Technology Instruction in Teacher Education.
PUB DATE- 11 Jun 92
NOTE- 27p.; Exit Project, Indiana University at South Bend. Contains small, very light, uneven type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Computer Assisted Instruction; *Computer Literacy; Computer Networks; Computer Science Education; *Educational Technology; Elementary Secondary Education; Higher Education; Microcomputers; Optical Data Disks; *Preservice Teacher Education; *Technological Literacy; Videodisks; Videotape Recorders

This study investigates technology use in education in K-12 schools and the status of preservice education for teachers in terms of familiarity with technology (i.e., computers, videodiscs, CD-ROMs, and VCRs) through an analysis of articles written within the last five years. A brief introduction contains a statement of the problem and discussions of the significance, organization, and limitations of the study, as well as a glossary of terms. Annotations for 22 articles are then presented under the headings of Technology: K-12; Technology: Teacher Education; Technology: Needs Assessment; and Technology: Implementation Ideas. Articles under each heading are subdivided into research and opinions. A summary of the data leads to the conclusion that teacher training in the application of technology to education, not familiarity with technology, must be emphasized in preservice teacher education. The study concludes with recommendations in the form of a five part model for the implementation of technology in teacher education: (1) Computer Literacy Class; (2) Modeling--appropriate uses of technology by faculty; (3) Student Work--required assignments; (4) Student Teaching--modelling from the supervising teacher; and (5) Maintain Contact--use of communications networks for support and sharing ideas and provide useful educational experiences; a telecommunications network that fosters an exchange of ideas among educators and allows students greater access to academic data at universities is inevitable; and, given the fragmentations of the current networking environment, an avenue is needed for interested parties to coordinate their activities. A summary of network features and lists of contact persons and major references are appended. An index and an extensive bibliography are also provided. (ALF)

ED 352 022 IR 015 855

Figueiredo, Antonio Dias de; Steele, Rosalind
A Trans-European Network for Education and Training.
PUB DATE- Mar 92
NOTE- 27p.; Paper presented at the Faro Forum (Portugal, March 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Communication; *Computer Networks; Educational Technology; *Electronic Mail; Foreign Countries; Global Approach; Information Networks; *International Communication; International Cooperation; International Education; Microcomputers; Multilingual Materials; School Business Relationship; *Telecommunications
IDENTIFIERS- *European Community

This paper proposes a communication network for the European Community and beyond which would provide a unique meeting point for participants from the fields of education, training, technology, research, industry, and service to engage in productive forms of dialogue and collaboration; which would be financially self-supporting after a few years; and which would allow for monitoring of its own performance and impact. Highlighted topics include (1) access to new know-how; (2) a network for European Community (EC) programs; (3) what the network will be like, i.e., bulletin boards, access to services, and running a forum; (4) a BBS that would serve as a practical model for the network using standardized communication services, home computers, and existing telephone lines; (5) language issues, i.e., systematic language translation and multi-lingual materials; (6) strengthening cooperation between education and the private sector; and (7) funding, costs, and assessment. (Contains 25 references.) (ALF)

ED 352 023 IR 015 861

MacFarland, Thomas W.
Computer-based Research and Statistics (IS 7100). Study Guide.
PUB DATE- 90
NOTE- 74p.; For related materials, see IR 015 862-866.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; Distance Education; Higher Education; *Research Design; *Research Methodology; *Statistical Analysis; Study Guides
IDENTIFIERS- Statistical Package for the Social Sciences

The purpose of this study guide, designed for computer students who have never been involved in a research project, practicum, or dissertation activity, is to provide background information brittle books as digital images and the production of printed paper facsimiles. Of equal interest, however, was the role of digital technology in providing access to library resources, and preliminary work in this area has also been accomplished. Based on extensive experimentation with one digital scanning system, the study reached five principal conclusions: (1) digital image technology provides an alternative--of comparable quality and lower cost--to photocopying for preserving deteriorating library materials; (2) subject to the resolution of certain problems, digital scanning technology offers a cost effective adjunct or alternative to microfilm preservation; (3) digital technology has the potential to enhance access to library materials; (4) through the implementation of document control structures, digital technology offers a means to facilitate access and to provide links between the library catalog and the material itself; and (5) the infrastructure developed for library preservation and access activities supports other applications in the electronic dissemination of information. This report is divided into three major sections: a description of the products developed to reach project goals; a review of the process of applying digital scanning technology to the preservation of and access to library materials; and a discussion of the findings. Four appendixes offer information on the comparative quality of paper and facsimile copies; a description of a cost study; assumptions of the cost study, including equipment, labor and materials costs; and a scanning diagram. (KRN)

ED 352 041 IR 054 263

Campbell, John; And Others
Online Catalog Documentation Task Force: Onscreen Documentation Subgroup. Final Report.
PUB DATE- Mar 92
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Libraries; *Computer Software; *Design Requirements; Higher Education; Library Guides; Man Machine Systems; *Menu Driven Software; *Online Catalogs; *Search Strategies
IDENTIFIERS- *Help Systems; *Screen Format; University of Georgia

This report describes the work of the Onscreen Documentation Subgroup in revising screens for GALIN, the University of Georgia (UGA) Libraries new online system. The responsibilities of the Subgroup were to revise screens from the previous online catalog and to create basic help screens, primarily for the command searching mode. Responsibilities for adapting the screens in UGA Libraries' Catalog database for the American Academic Encyclopedia and the Expanded Academic Index were added later. The subgroup researched the philosophy and practice in screen design and, from this research, developed a list of eight basic principles to guide screen design. This report includes examples of 121 screens designed for users of the databases described above. The screens are divided into five categories: introductory; command search help; guided search and help; related titles; and system response. A description of follow-on activities is also included. The Onscreen Subgroup's original charge and samples of the libraries' news screens are appended. (KRN)

ED 352 042 IR 054 264

first presents a brief background and biography of Zipoli, discusses the reasons for the scarcity of representative materials in the musical literature, and reviews the non-Spanish literature about the composer. A bibliographic essay focusing on the 20th century Spanish language materials about Zipoli is then presented, and a citation analysis based on these works identifies core materials for the study of the composer. Translations of 32 pertinent Spanish and non-Spanish/non-English documents covered in the literature review and a bibliometric summary of quantitative information about Zipoli-related material cataloged in the United States are appended. (Contains 56 references.) (Author/KRN)

ED 352 060 IR 054 300

Aufderhaar, Kathleen E.
Educational Requirements beyond the MLS for Academic Librarians in 1990.
PUB DATE- Dec 91
NOTE- 38p.; M.L.S. Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Doctoral Degrees; *Employment Qualifications; Higher Education; *Librarians; *Masters Degrees

Eight-hundred sixty-five advertisements for academic librarian positions in the 1990 issues of "American Libraries" were examined to determine how many position advertisements were asking for advanced degrees in addition to the MLS. Data from the 231 advertisements asking for advanced degrees were compared with data from previous studies as well as with data from a questionnaire that was sent to libraries advertising positions requesting additional degrees. Of those positions desiring or requiring an additional degree, 55% were public service and mixed-duty positions, 17% technical service, 16% administrative, and 13% collection management. It was found that the number of advertisements asking for additional degrees has increased and 57.6% of librarians filling the positions do indeed have the requested degrees in hand at the time of hire. Most of those positions are subject-specialized or in subject-specialized libraries. Data on size and type of library, ARL (Association of Research Libraries) status of library, faculty status of librarians, and type and level of position were compared with educational requirements of positions, both as advertised and as filled. The questionnaire and cover letter sent to advertising libraries are appended. (Contains 14 references.) (Author/KRN)

ED 352 061 IR 054 301

Sampson, Cathie
Family Relationships in Realistic Young Adult Fiction, 1987 to 1991.
PUB DATE- Dec 91
NOTE- 59p.; M.L.S. Thesis, Kent State University. Faint print throughout.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Adolescent Literature; Conflict; Content Analysis; *Family Characteristics; Family Problems; *Novels; *Nuclear Family; *One Parent Family; *Parent Child Relationship; Realism; Sex Differences; Sibling Relationship

process of institutional effectiveness assessment; (3) only 42% of the colleges had developed a formal plan or model for assessing institutional effectiveness; (4) while most colleges conducted formal evaluations of academic programs, few utilized student-outcomes based evaluation; (5) the most frequently used measures of student achievement were retention rate, grade distribution analysis, pass rates on licensure exams, and employment rates; (6) at 12 colleges, the evaluation of faculty was considered part of the institutional assessment process; and (7) 74% of the deans reported that sustaining long-term faculty support represented a significant obstacle to the successful implementation of an institutional assessment plan. (PAA)

ED 352 078 JC 920 591

GateWay Community College Assessment Plan for the Documentation of Student Academic Achievement, Fall 1992.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *College Outcomes Assessment; College Planning; Community Colleges; Documentation; Educational Planning; Institutional Mission; Instructional Effectiveness; Mission Statements; Models; *Organizational Effectiveness; *Outcomes of Education; Two Year Colleges; Two Year College Students
IDENTIFIERS- *GateWay Community College AZ

As part of a plan to assess institutional effectiveness in terms of academic achievement, faculty in the instructional subunits at Gateway Community College in Phoenix, Arizona, have developed and/or revised mission and purpose statements for their respective areas, have specified outcomes related to both student academic achievement and other components of institutional effectiveness, and have identified current and future measurement sources. Outcomes developed by faculty are grouped into five broad categories including knowledge and skills for employability and credentialing, for continuation to the next educational level, for cooperative and collaborative communication, and for upgrading, retraining, or reentry; access and availability for diverse populations of differing abilities at different locations; continuous improvement of delivery, content and scheduling of courses and programs; professional growth of faculty and staff; and community services by students and faculty. The 13 measures of institutional effectiveness incorporated into the plan to assess outcomes are: (1) accredited/certified/sponsored partnerships programs; (2) external examinations for registry, licensure, and certification; (3) transfer student follow-up; (4) integrated general studies (for the Associate in Arts degree) and honors courses; (5) community-based activities; (6) attrition/retention; (7) student evaluations; (8) program/discipline review; (9) student tracking; (10) miscellaneous sources (e.g., volunteer activities); (11) assessment and placement tests; (12) job placement rate; and (13) employer evaluations. A timeline for implementing the plan covering academic years 1992-93 through 1995-96, and plan flow charts and tables, are included. (PAA)

ED 352 079 JC 920 592

and fall 1991 indicate that: (1) the system has reached and exceeded a 30% hiring rate of ethnic minorities by the year 1992-93; (2) of the 291 executive, managerial, and administrative jobs, 106 (36.4%) were minorities; (3) of the 1,218 faculty hires, 381 (31.2%) were minorities; (4) of the 115 non-faculty professional hires, 38 (33.0%) were minorities; (5) 327 out of the 983 (33.3%) secretarial hires were minorities; (6) 142 out of 464 (30.6%) technical and paraprofessional hires were minorities; (7) 25 of the 92 (27.2%) skills crafts hires were minorities; and (8) 195 of the 391 (49.9%) service and maintenance hires were minorities. From 1984 through 1991, the percent of women who were full-time faculty increased by 27.3%, so that in 1991 41.4% of full-time faculty members were women. The participation rate of white faculty increased by 2.0%, so that in 1991 81.1% of full-time faculty were white. The total number of faculty grew by 7.9%. Extensive data tables are appended. (MAB)

ED 352 095   JC 930 016

Carter, Deborah J.; Ottinger, Cecilia A.
Community College Faculty: A Profile.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *College Faculty; Community Colleges; Comparative Analysis; Faculty Integration; *Full Time Faculty; Job Satisfaction; National Norms; *Part Time Faculty; Teacher Attitudes; Teacher Background; *Teacher Characteristics; Two Year Colleges

Nationwide data are presented on the characteristics of two-year college full- and part-time faculty, including racial and gender representation; rank and tenure; educational background; differences by discipline (for full-time faculty only); longevity (for part-time faculty only); principal activities and job satisfaction; and recent trends in faculty hiring practices at two-year colleges. Data are drawn from a 1989-90 national survey of 35,478 full-time faculty at 392 colleges and universities conducted by the Higher Education Research Institute at the University of California, Los Angeles; and a 1988 national survey of 7,408 full-time and part-time instructional faculty at 449 colleges and universities conducted by the National Center for Education Statistics in Washington, D.C. Study highlights include the following: (1) in 1987, 58% of two-year college faculty were employed on a part-time basis; (2) minority faculty held only 8% of the full-time faculty positions at public two-year colleges, 3% of the full-time positions at independent two-year colleges, and 10% of all part-time faculty positions; (3) in 1987, male faculty held 62% of the full-time positions, and 58% of the part-time positions; (4) on average, part-time faculty remained for 6 years at the same institution; and (5) overall, more than two out of five full-time faculty were employed at the lecturer/instructor level, while among African American faculty, 52% were employed at this level. Data tables and selected comparisons of two-year college faculty characteristics with all faculty nationwide (including four-year institutions) are included. (PAA)

ED 352 096   JC 930 017

University and Community College System of Nevada Planning

Convention (5th, Dunedin, New Zealand, September 8-12, 1991).
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).; British Council, London (England).; New Zealand-United States Educational Foundation.; Otago Univ., Wellington (New Zealand). Education Dept.
PUB DATE- Sep 91
NOTE- 668p.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - General (140)
DESCRIPTORS- *Early Childhood Education; *Educational Change; *Educational Policy; Educational Quality; Educational Research; Ethnic Groups; Foreign Countries; *Hospitalized Children; Parent Education; *Parent Participation; Parent School Relationship; Program Descriptions; *Teacher Education
IDENTIFIERS- *New Zealand; Policy Issues

The theme of this convention was the impact of policy changes on practices in early childhood education worldwide, and particularly in New Zealand. Nine keynote addresses considered issues relevant to early childhood education. A total of 53 papers presented at the convention discussed: (1) cultural issues in early childhood education; (2) educational and recreational programs for young children in hospitals; (3) new ideas being implemented in early childhood programs; (4) links between parents and education professionals; (5) a model program to assist the integration of children with disabilities into their community; (6) training of early childhood staff; (7) parent education and support; (8) quality in early childhood education; (9) early childhood education policies; and (10) research in early childhood education. The names and addresses of convention participants are appended. A reference list or bibliography is provided with some of the papers. (BC)

ED 352 113 PS 020 737

Pramling, Ingrid
Oceans of Meaning: Using Children's Ideas as Content in Preschool Teaching.
PUB DATE- Aug 92
NOTE- 17p.; Paper presented at OMEP's World Congress Meeting (20th, Mesa/Flagstaff, AZ, August 2-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; *Cognitive Style; *Curriculum Development; *Experiential Learning; Instructional Improvement; *Learning Processes; Learning Theories; Preschool Children; *Preschool Education; Prior Learning; *Teaching Methods
IDENTIFIERS- Sweden

The experience-oriented approach to early childhood learning assumes that the way children see, understand, and conceptualize is more basic than skills and knowledge, and that preschools should systematically work on developing children's awareness of different phenomena in the world around them. Content areas in this approach foster children's: (1) awareness of reading and writing skills; (2) experience of numbers and development of arithmetic skills, by getting children to grasp the meaning of numbers generally, and their meaning in different aspects of counting; (3) awareness of the natural world, including the ecological cycle, growth, living and dead things, and the change of seasons; (4) understanding of aspects of the human-made world, including history, culture, and

This document provides papers presented at a conference that focused on the ways in which definitions of quality are translated into practice in early childhood education and on ways to assess the quality of practice. The conference included four keynote lectures, presentation of six papers, and four symposia. The lectures, which are not included in this document, covered topics relevant to early childhood education. The papers reviewed research projects, described programs to improve the quality of early childhood education, or outlined educational principles. Each symposium addressed one of four questions: (1) How does research on quality inform policy and practice? (2) How is quality implemented in the classroom? (3) How is quality maintained and monitored? and (4) How does research inform teacher education and development? A total of 16 papers were presented in the symposia. With most of the papers, a reference list or bibliography is included. A list of the more than 150 delegates from 23 countries who attended the conference is appended. (BC)

ED 352 132 PS 020 892

Holmes, Tony
Toi Te Kupu, Toi Te Mana, Toi Te Whenua: Culturally Appropriate Early Childhood Education.
PUB DATE- May 92
NOTE- 18p.; Paper presented at the "Children at Risk" Conference (Bergen, Norway, May 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; *Bilingual Education Programs; Cross Cultural Studies; Cultural Background; *Cultural Education; *Early Childhood Education; Ethnocentrism; Foreign Countries; *Indigenous Populations; Minority Groups; *Multicultural Education; National Programs; Public Policy
IDENTIFIERS- *Aboriginal People; Australia; Maori (People); Native Americans; *New Zealand; United States

This paper discusses the issues of power, self-determination, and culturally appropriate learning as they relate to Australian Aboriginal, Native American, and Maori early childhood programs. It is asserted that many programs for the education of indigenous peoples in Australia, the United States, and New Zealand have failed to serve the needs and aspirations of those peoples, because the majority culture in those countries has historically maintained policies of assimilation of and hegemony over native peoples. Only in the last several decades have national and local governments and agencies come to address the inequities of early childhood programs within indigenous communities. The aims of culturally appropriate early childhood education for indigenous peoples include: (1) acknowledging the validity of cultural knowledge and ways of learning; (2) enhancing self-esteem, cultural pride, identity, and self-concept; (3) enhancing educational outcomes, including maintenance of the people's native language; (4) educating for self-determination; and (5) furthering bicultural and multicultural understanding. Real progress to meet the educational needs of indigenous peoples is possible by providing for the control of their educational resources by the indigenous peoples themselves. Contains 42 references. (MDM)

ED 352 133 PS 020 899

National Conference of Lieutenant Governors Education Task Force

Lokan, Jan; And Others
ACER Tests of Basic Skills: Aspects of Literacy, Aspects of Numeracy. Teacher's Manual. Blue Series 3.
PUB DATE- 91
NOTE- 55p.; For Blue Series 6, see PS 020 934.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Basic Skills; *Educational Testing; *Elementary School Students; Foreign Countries; Grade 3; *Literacy; Mathematics Skills; *Numeracy; Primary Education; *Test Interpretation; Test Manuals
IDENTIFIERS- *Australia (New South Wales); Australian Council for Educational Research; Literacy Assessment; Mathematics Assessment

Developed for the Basic Skills Testing Program (BSTP) in New South Wales, Australia, this teacher's manual describes the Blue Series 3 of the ACER (Australian Council for Educational Research) Tests of Basic Skills. The two tests in the series, Aspects of Literacy and Aspects of Numeracy, were administered statewide by government school classroom teachers in August, 1989 to a population of 2,400 Year 3 students. In this manual, a discussion of the rationale behind the tests and an overview of the tests is followed by procedures for administering the tests and a detailed description of how to analyze the results. Appendixes include descriptions of students who fall into particular score ranges and bands of skills, diagnostic map charts, group analysis charts, and correct answers for the tests. Sample copies of the Aspects of Literacy and Aspects of Numeracy test books and "Young Aussie" magazine are included. (MM)

ED 352 152 PS 020 934

Lokan, Jan; And Others
ACER Tests of Basic Skills: Aspects of Literacy, Aspects of Numercy. Teacher's Manual. Blue Series 6.
PUB DATE- 91
NOTE- 52p.; For Blue Series 3, see PS 020 933.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Basic Skills; *Educational Testing; *Elementary School Students; Foreign Countries; Grade 6; Intermediate Grades; *Literacy; Mathematics Skills; *Numeracy; *Test Interpretation; Test Manuals
IDENTIFIERS- *Australia (New South Wales); Australian Council for Educational Research; Literacy Assessment; Mathematics Assessment

Developed for the Basic Skills Testing Program (BSTP) in New South Wales, Australia, this teacher's manual describes the ACER (Australian Council for Educational Research) Tests of Basic Skills. The two tests in this series, Aspects of Literacy and Aspects of Numeracy, were administered statewide by government school classroom teachers in August, 1989 to a population of 55,000 Year 6 students. In this manual, a discussion of the rationale behind the tests and an overview of jointly by staff had been implemented. Children showed an increased ability to generate statements of fact and opinion after viewing children's literature and television advertisements, and they used a problem-solving approach to make decisions about their daily program. Fewer children than expected used the vocabulary of thinking, possibly because many were too young for the terminology. These outcomes indicate that it is possible to infuse critical thinking skills into the daily activities of a school-age child care program through staff planning. Three tables present study findings. Seven appendixes contain a staff survey; monthly plans before, during, and after the intervention; and observation forms for data collection. (Author/SLD)

ED 352 169 PS 020 960

Fenichel, Emily, Ed.
Learning through Supervision and Mentorship To Support the Development of Infants, Toddlers and Their Families: A Source Book.
PUB DATE- 92
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Development; *Family Programs; *Infants; *Mentors; Preschool Education; Program Administration; Social Support Groups; *Supervision; Supervisors; Teacher Role; *Toddlers; Training
IDENTIFIERS- Zero to Three

Eighteen work group papers, several of which previously appeared in "Zero to Three," the Bulletin of the National Center for Infant Clinical Progams, are presented under four headings. Under the heading "Findings and Recommendations of ZERO TO THREE/National center for Clinical Infant Programs' Work Group on Supervision and Mentorship" are the following papers: (1) "Learning through Supervision and Mentorship To Support the Development of Infants, Toddlers and Their Families"; (2) "Overcoming Obstacles to Reflective Supervision and Mentorship"; (3) "Improving Training of Infant/Family Practitioners through Supervision and Mentorship: An Action Agenda". Under the heading "Supervision and Mentorship of Students" are: (4) "The Supervisory Relationship: Integrator, Resource and Guide" (R. S. Shanok); (5) "Individualizing Training for Early Intervention Practitioners" (C. W. Brown and E. K. Thorp); (6) "Passing on the Process: Reflections of a Supervisee and a Supervisor" (K. Bateman and E. K. Thorp); (7) "Scenes from Supervision" (J. Pekarsky); (8) "A Review of Infant/Toddler Issues in Supervision and Mentorship Based on Instruction of the Mentor Teacher Class" (J. Perry); (9) "A Clinical Approach to the Training of Supervisors: The Model of Co-Supervision" (K. D. Pruett). Under the heaing "Supervision and Mentorship of Infant/Family Practitioners" are: (10) "The Professionalization of Early Motherhood" (W. M. Schafer); (11) "Supervision as a Catalyst in the Evolution of an Integrated Infant Mental Health/Developmental Intervention Program" (B. Ivins and N. Sweet); (12) "The Professional Use of Self in Prevention" (J. Bertacchi and J. Coplon); (13) "Lay Home Visiting Programs: Strengths, Tensions, and Challenges" (M. Larner and R. Halpern); (14) "A Developmental/Relationship In-Service Training Model for Public Health Nurses Serving Multirisk Infants and Families" (S. Wieder, R. Drachman, and T. DeLeo). Under the heading "Issues for Supervisors and Program of higher psychological operations; (2) the interpersonal, or social, process of mediation is the fundamental motive force for higher cognitive growth; and (3) a child's knowledge is formed within the zone of proximal development, a cognitive space defined by social relational boundaries. Little account, however, has been taken of Vygotsky's contention that there is a fundamental functional relationship between culturally produced cognitive development and natural, or biological, growth. He clearly perceives two distinct sets of processes which explain development. The first is the natural line of development, encompassing the physical, biological, and neurological determinants, or the material determinants, of organismic growth. The second is the cultural line of development, encompassing those social processes which transform nature through the mastery and use of cultural signs. Nature, or the natural development of a child's behavior, forms the material conditions for a child's higher psychological growth; culture (and its historical development) produces the conditions within and the means through which this higher psychological growth can be manifested. The place of Vygotsky's theories in the contemporary dispute in Marxist theory about the relative meanings of "nature" and "society" is also discussed. (AC)

ED 352 187 PS 020 990

Torrance, Nancy; And Others
The Development of the Distinction between Paraphrase and Exact Wording in the Recognition of Utterances.
PUB DATE- Apr 92
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (73rd, San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; *Cognitive Development; Early Childhood Education; *Interpretive Skills; Language Acquisition; *Language Skills; Literacy; Metalinguistics; Young Children
IDENTIFIERS- *Emergent Literacy; *Paraphrase; Story Telling by Children

As part of a larger project concerned with the development of changes in children's understanding of meaning as they become literate, this study examined the age at which listeners begin to acknowledge paraphrasing as a legitimate response to questions about the utterances of characters in stories. Subjects were 54 native English speakers from middle-class day care centers and schools in a large urban area who ranged in age from 3 to 9 years. Eight simple stories involving Sesame Street characters (four warm-up stories and four experimental stories) were developed for the study, with each story containing four to five sentences that described a common event. An utterance from one of the characters became the target sentence for subsequent paraphrasing. There were four possible conditions for each of the test stories: true paraphrase, false paraphrase, true verbatim, and false verbatim. Results showed that the children could not judge two utterances to be different in form yet equivalent in meaning until the age of 6 or 7 years. Results also indicated that younger children had particular difficulty in excluding a good paraphrase when they were asked to accept only a verbatim utterance. (MM)

Education; *Parent Participation; Program Descriptions; Public Schools; *School Readiness; State Action; *Transitional Programs
IDENTIFIERS- Barriers to Implementation; Department of Education; Department of Health and Human Services; *Project Head Start

This report summarizes a meeting of local school officials and Head Start directors from across the country to discuss ways to improve children's experience of transition from Head Start to public school. In a keynote address, Sharon Kagan discussed the importance of transitions, the lessons history has taught educators about transitions, and actions educators should take concerning transitions. Four panelists in a panel discussion described the transition components in the early childhood programs they manage, and two educational professionals commented on the panelists' presentations. Meeting participants formed four working groups, each of which discussed: (1) operational, philosophical, and pedagogical barriers at the local level to effective transitions between Head Start programs and public schools; (2) state and local actions that might overcome these barriers, including collaboration between Head Start and public schools, transition initiatives to help families adjust to public schools, parent involvement programs, and improved school curricula; and (3) recommendations to the United States Departments of Education and of Health and Human Services for improving children's transition experiences, including recommendations relating to effective leadership, resources, research, and regulations. (BC)

ED 352 208 PS 021 054

McDuffie, Winifred G., Ed.; Whiteman, Judith R., Ed.
Intergenerational Activities Program Handbook. Third Edition.
SPONS. AGENCY- Gannett Foundation, Rochester, NY.
PUB DATE- 89
NOTE- 132p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Day Care; *Children; Grandparents; Health; *Intergenerational Programs; Long Term Care; Nursing Homes; *Older Adults; Parents; Questionnaires; Safety
IDENTIFIERS- *Intergenerational Relationship; New York (Broome County)

This handbook (which contains a collection of articles and resources) describes activities that have been used in a program of intergenerational activities in Broome County, New York. In part 1 of the handbook, chapter 1 provides an overview of intergenerational program development. Succeeding chapters present information concerning: (1) issues to be considered in the process of linking preschool children with adults in long-term care facilities; (2) the development of intergenerational links and their relation to children, senior citizens, and communication, particularly communication with parents; (3) senior citizens in adult day care; (4) health and safety; (5) benefits of and concerns about intergenerational programs; and (6) grandparents. Part 2 of the handbook describes activities involving sharing between children and senior citizens. Chapter 1 provides an overview of these activities and chapter 2 presents samples of detailed plans for intergenerational activities. Appended materials include a list of more than 100 children's books; a list of organizations that offer resources

This symposium, reflecting the work of CEO's Research Task Force, provides literature reviews and field research reports related to outdoor education and makes recommendations for future research. The document consists of three sections. The first section contains invited presentations and corresponding summary discussions on individual and personal growth, restorative experiences, group development and dynamics, and therapeutic uses of outdoor education. The second section contains refereed research papers based on specific programs for particular groups. The final section provides abstracts and selected research references on such topics as the ethics of outdoor leadership, neuroendocrine reactivity during the stress of an Outward Bound course; the phenomenology of wilderness experience and human development, the impact of corporate adventure programs, the facilitator role, and evaluation of outdoor educational programming. (LP)

ED 352 227 RC 018 877

Gillis, H. L.
Therapeutic Uses of Adventure-Challenge-Outdoor-Wilderness: Theory and Research.
PUB DATE- 92
NOTE- 15p.; In: Henderson, Karla A., Ed. Coalition for Education in the Outdoors. Research Symposium Proceedings (Bradford Woods, IN, January 17-19, 1992); see RC 018 876.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adventure Education; Literature Reviews; Outdoor Education; Professional Training; Psychiatric Services; *Psychotherapy; Research Design; *Research Needs; Research Problems; *Theory Practice Relationship

This paper presents a critical review of literature concerning research with diagnosed populations who participated in outdoor learning experiences as part of psychiatric therapy. The paper proposes: (1) to clarify the definition of the psychotherapy related to adventure programs; (2) to develop specific training manuals that can be shared and tested using quantitative and qualitative methods; (3) to address issues related to teaching traditionally-trained psychotherapist to become experientially-based outdoor leaders and professionals; (4) to make research accessible through development of a database of theoretical information; and (5) to share what outdoor therapists do with traditional therapists through traditional psychotherapy journals and at regional and national conferences. Through research and practice, adventure therapy will realize integrity, credibility, and reliability in the field of psychotherapy. This paper includes a list of research conducted with different diagnostic populations since 1980. (LP)

ED 352 228 RC 018 878

Witman, Jeffrey P.
Outcomes of Adventure Program Participation by Adolescents Involved in Psychiatric Treatment.
PUB DATE- 92
NOTE- 7p.; In: Henderson, Karla A., Ed. Coalition for Education in the Outdoors. Research Symposium Proceedings (Bradford Woods, IN, January 17-19, 1992); see RC 018 876.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Adventure Education; Affective

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Consortia; *Consultants; Cooperative Programs; Curriculum Design; *Curriculum Development; Curriculum Evaluation; Elementary Secondary Education; Faculty Development; Interviews; *Program Effectiveness; *Rural Education; School Districts; *Shared Resources and Services; State Standards
IDENTIFIERS- Consultant Role; *Small School Districts

This handbook reports on the use of consortia-appointed curriculum directors for meeting small, rural school districts' curriculum renewal needs. It is based on interviews with individuals involved with consortia in five Western U.S. case-study sites. Limited resources in rural schools often hinder curriculum-renewal efforts. If several districts have similar needs, they can join together and collectively hire a curriculum director or consultant. Consortia-hired directors are hired to produce curriculum products, meet state standards, reduce teacher isolation, and provide professional development. The interviews revealed several factors considered by district personnel to be essential to the successful operation of consortia. Among these were a sense of purpose, strong leadership, and reasonable enrollment compatibility among members. Effective skills desired of curriculum directors included communication skills, curriculum-writing expertise, organizational skills, and conducting inservices. Several consortia are described, along with staff comments and recommendations to others considering this method. Recommendations include setting goals, involving school faculty, remaining sensitive to each member school's needs, and not limiting the consortium's collective action. While realizing that consortia are not for every small school district, the ones reported in this document are advocates of the consortium approach. (TES)

ED 352 246 RC 018 917

Roweton, William E.
Teaching Psychology in a Rural College.
PUB DATE- 4 Aug 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavioral Science Research; College Instruction; Higher Education; Psychological Studies; *Psychologists; *Psychology; Relevance (Education); Research Opportunities; *Research Problems; *Rural Schools; *Small Colleges

This paper summarizes the experiences of a teaching psychologist who is frustrated with the lack of resources for research at rural colleges. Rural college administrators often reject proposals for psychological research, choosing to commit their institutions purely to teaching. Because psychological laboratories are too expensive for marginally funded rural institutions, instruction too often degenerates into watching, listening, and endless trivial pursuits. Similarly, collegial relationships are often isolated, adversarial, or competitive. The paper discusses the call for a return to "psychology's empirical heritage" by working in and with problem-laden local rural communities. His suggestions include: (1) assigning research projects to student teams; (2) emphasizing the use of library skills, writing, data analysis, problem-solving, and

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Agents; Decision Making; *Educational Change; Elementary Secondary Education; Instructional Improvement; Instructional Innovation; Mathematics Education; *Mathematics Instruction; Mathematics Teachers; Personal Narratives; *Standards; *Teacher Role; *Teaching Methods
IDENTIFIERS- Curriculum Standards; National Standards; *NCTM Professional Teaching Standards

In this report, the author traces the recent development of standards for mathematics teaching. Two central tensions are examined: (1) the tension between arriving at consensus and effecting change; and (2) the tension between providing direction and affording discretion in practice. With a focus on the challenges inherent in the ambitious vision of teaching articulated in the National Council of Teachers of Mathematics "Standards," the author examines a case from her own teaching. The case is based on a lesson in which the author's third-grade students were working on a problem involving fractions. The story recounts the interactions that occurred during the lesson and the reflections of the author in response to those interactions. The report concludes with discussion of issues inherent in the notion of "implementation" of these new standards. (Author/MDH)

ED 352 265 SE 053 390

Pethoud, Robert
Pi in the Sky: Hands-on Mathematical Activities for Teaching Astronomy.
PUB DATE- 93
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Astronomy; Distance; Earth Science; Geometric Concepts; *Integrated Activities; Integrated Curriculum; *Interdisciplinary Approach; *Learning Activities; Mathematical Enrichment; Mathematical Formulas; Mathematics Education; *Mathematics Instruction; Measurement; Science Education; Secondary Education; Secondary School Mathematics; Secondary School Science; *Space Sciences; Stars; Worksheets
IDENTIFIERS- Earth; *Hands On Experience; Moon; Sun

This book of activities was designed to provide students with the opportunity to create mental models of concepts in astronomy while using simple, homemade tools. In addition, these sequential, hands-on activities are to help students see how scientific knowledge is obtained. The introduction describes the rationale for the book and describes the prerequisite terminology and materials that will be utilized in the activities. Chapter 1 demonstrates three tools for measuring angles on the dome in the sky. These tools are used to determine the latitude and angular diameters of the sun and moon. Chapter 2 shows students how to build a sun compass to find true north, and in cooperation with one or more distant colleagues, to compute the circumference of Earth. Chapter 3 uses the moon's angular diameter and the size of the Earth found earlier, and a photograph of a lunar eclipse to calculate the moon's size and its distance from Earth. Chapter 4 enables students to measure the angular separation of the sun and moon in order to discover the distance between Earth and the sun.

ED 352 286 SO 022 072

Nelson, Murry R.
Exploring America--How the U.S. is Depicted in Norway.
PUB DATE- 91
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Washington, DC, November, 1991)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Comparative Education; Content Analysis; Educational Research; Elementary Secondary Education; Foreign Countries; History Instruction; Instructional Material Evaluation; *International Education; *Textbook Content; *Textbook Evaluation; Textbook Research; *United States History
IDENTIFIERS- *Norway

This paper examines how the United States is portrayed in Norwegian textbooks. U.S. history receives rather brief treatment in most Norwegian history textbooks. Norwegian students learn about the United States largely in their studies of English. A chapter-by-chapter examination of the treatment of the United States in two English textbooks frequently used in Norwegian high schools is outlined. The examination revealed that the Norwegian syllabus emphasized three areas in the textbooks: (1) the structure and process of U.S. government; (2) U.S. immigration; and (3) ethnic groups in the United States, with special emphasis on Native Americans or African Americans. A 5-item list of references is included. (DB)

ED 352 287 SO 022 082

Boston, G. Robert
Church-State Separation Under Fire. Third Annual Report on Church-State Conflict in the United States.
PUB DATE- 23 Sep 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Church Role; *Constitutional Law; Elementary Secondary Education; Federal Government; *Government Role; National Surveys; Private School Aid; *Public Schools; Religion; *State Church Separation; State Government
IDENTIFIERS- *First Amendment

This report provides an overview of church-state conflict incidents that occurred in the United States from September 1990 through August 1991. The report was compiled by Americans United for Separation of Church and State, an organization concerned with the potential erosion of the First Amendment's requirement of separation of church and state. The report lists incidents that were drawn from information provided by Americans United members, media accounts, and the action files of Americans United. The focus is at the state level; thus church-state incidents at the federal level are not included. A state-by-state survey of incidents is detailed identifying a total of 205 incidents in 45 states. The report categorizes church-state conflicts into four areas: religion in the public schools; state endorsement of religion; public funding of religious organizations; and free exercise disputes. (DB)

ED 352 288 SO 022 086

Bowman Fields.
PUB DATE- 91
NOTE- 52p.; For related documents, see SO 022 821-823. For another set of related documents, see SE 053 418-419.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Airports; Aviation Education; Class Activities; *Field Trips; Grade 6; Instructional Materials; Intermediate Grades; Middle Schools; *Social Studies
IDENTIFIERS- *Kentucky (Louisville); Middle School Students

These lesson plans are designed for use by middle school social studies teachers who take their students on a tour of the regional airports of Louisville, Kentucky. Twelve lesson plans are included: "Let's Go There Next, Mom"; "Who Wrote That?"; "The Games They Play!"; "You Flew on What?"; "I Wonder Where"; "Look! Up in the Sky! It's a..."; "It's Around Here Someplace!"; "Way Back Then!"; "Whose Job Is It Anyhow?"; "Mom, Are We There Yet?"; "How's the Weather Up There?"; and "Which Way Is Up?" Each lesson includes the following information for teachers: title, grade level, skills, performance objectives, materials, and procedures. A bibliography is provided along with an appendix that lists organizations from which educational resources about aviation and aerospace are available. (DB)

ED 352 309 SO 022 823

DeSensi, Frank; Rostov, Susan
Curriculum Package: High School Social Studies Lessons. A Visit to the Louisville, Kentucky Airports: Standiford and Bowman Fields.
PUB DATE- 91
NOTE- 44p.; For related documents, see SO 022 821-822. For another set of related documents, see SE 053 418-419.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Airports; Aviation Education; Class Activities; *Field Trips; High Schools; High School Students; Instructional Materials; *Social Studies
IDENTIFIERS- *Kentucky (Louisville)

These lesson plans are designed for use by high school social studies teachers who take their students on a field trip to the regional airports of Louisville, Kentucky. Twelve lesson plans are included: "It's the Computer's Fault"; "The Play's the Thing"; "A Hub! Yes, There's the Rub!"; "People and Inventions"; "If You Deregulate, Does That Mean It Isn't Regular?"; "Landmark Events"; "Future Studies"; "Getting from Here to There"; "Time Zones"; "It's a Job"; "Future Flyers"; and "Tracing Change." Each lesson includes the following information for teachers: title, grade level, skills, performance objectives, materials, and procedures. A bibliography is provided along with an appendix that lists organizations from which educational resources concerning aviation and aerospace are available. (DB)

ED 352 310 SO 022 845

McClellan, B. Edward
Schools and the Shaping of Character: Moral Education in America, 1607-Present.

*Didacticism; Educational Objectives; *Educational Philosophy; Educational Principles; Educational Theories; Higher Education; Instructional Effectiveness; *Teaching Methods; *Thinking Skills

The contrasting assumptions of the didactic and critical theories and approaches to teaching and learning are set out in this paper. The assumptions have to do with: (1) whether students should be taught how, rather than what, to think; (2) the relationship between knowledge and thinking; (3) what constitutes an educated, literate person; (4) how knowledge and truth are acquired; (5) the need for students to be taught listening skills; (6) higher order critical thinking skills in relation to reading and writing skills; (7) the role of questioning; (8) the relationship between student talk, or silence, and learning; (9) knowledge and truth as holistic or additive; (10) the interrelationship or dichotomy between knowledge and values; (11) the importance (or nonimportance) of understanding the mind and its workings; (12) how prejudices are built up and broken down; (13) the starting point for genuine learning; (14) the relative importance of in-depth and superficial knowledge; (15) teacher and student roles in learning; (16) self-directed versus teacher-directed recognition of ignorance; (17) student versus teacher responsibility for learning; (18) how students transfer knowledge to real-life experiences; (19) the role of personal experience in learning; (20) authority for knowledge and understanding; and (21) how learners proceed toward truth--directly or in a zigzag manner. It is concluded that recognition of the need for a shift from a didactic to a critical theory of knowledge, learning, and literacy is growing daily, but that its implementation is only beginning. (IAH)

ED 352 328   SP 034 131

Weinstein, Mark
Integrating Thinking Skills into the Schools. Resource Publication, Series 1 No. 3.
PUB DATE- 88
NOTE- 23p.; For other documents in this series, see SP 034 129-138.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Thinking; *Curriculum Development; Educational Objectives; Elementary Secondary Education; Instruction; *Teacher Role; *Teaching Methods; *Teaching Skills; *Thinking Skills

Thinking skills instruction involves both the mastery of skills and the development of dispositions, habits of thought, and interpersonal behavior. Schools incorporate thinking skills programs into their programs to achieve two basic goals. The first goal is the development of autonomous thinkers. The liberal tradition in American education takes this as fundamental, and with such a goal in mind students are given the instruments needed to generate and evaluate ideas. Within this context, instruction focuses on education for citizenship, decision making, and lifelong learning. The second goal is to strengthen educational programs. Such programs focus on enrichment, remediation, and metacognition. Thinking skills programs are either presented as a separate course or unit of instruction, or they are infused into the standard school curriculum. Teaching for thinking requires teachers to adopt certain pedagogical practices and to master essential concepts and skills, including open-mindedness, flexibility, a justification for four kinds of statements found in the theory; (2) an outline of those four kinds of statements, which include empirical, logical, and normative instructional principles combined with a set of dilemmas inherent in using the principles to instruct; and (3) an elaboration of the principles and statements found in the outline. The logical principles are based on definitions of instructional objectives, and the normative principles are assumed to reflect the norms of democratic and intellectual communities. Dilemmas are inherent to any application of a set of principles; combining principles of instruction with the dilemmas that develop in applying the principles facilitates a sufficient description of reality to approximate reality and enables practitioners to anticipate the resolution of difficult dilemma conflicts and reduce the debilitating effects of those resolutions. (Author/LL)

ED 352 347 SP 034 208

Ben, Leon W.; And Others
Wellness Circles: The Alkali Lake Model in Community Recovery Processes.
PUB DATE- Nov 92
NOTE- 21p.; Paper presented at the Annual Meeting of the Arizona Educational Research Association (Tempe, AZ, November 5-6, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Alcohol Education; *Alcoholism; *American Indians; Canada Natives; Case Studies; Change Agents; Change Strategies; *Community Involvement; Health Promotion; Higher Education; Models; *Rehabilitation Programs; *Social Influences
IDENTIFIERS- British Columbia (Alkali Lake); *Healing Effect; *Shuswap (Tribe)

The case study described here was conducted as a doctoral research project at Northern Arizona University. The study documents the success of the Shuswop Indian Band of Alkali Lake, British Columbia (Canada), in their 15-year battle with alcoholism, once the people themselves decided on recovery. The study looks back at the 95 percent recovery rate of the Shuswop Band between 1970 and 1985 and identifies the factors involved in this "new beginning" as seen through the participants' own eyes. A combination of multimethod qualitative procedures was used to collect data, including interviews, analysis of existing documentation, and participant observation. The study focused on the following questions: (1) What were the benchmarks of the change in the Alkali Lake community during the recovery period? (2) How did the Shuswop Band begin to recover from alcohol and substance abuse? (3) What were some of the treatment styles used? (4) What factors were involved in starting over? and (5) What is the status of Alkali Lake today? It is recommended that this study be replicated with other Native American groups suffering from addictive behaviors as it may serve as a model with useful implications for healing. Ten references and an interview instrument are included. (LL)

ED 352 348 SP 034 209

Smith, Mike U.; Katner, Harold P.
A Controlled Experimental Evaluation of Three AIDS Prevention Activities for Improving Knowledge, Changing Attitudes, and

strategy for enhancing the professional development of science teachers. The use of case studies is one component of the project's strategy. This paper presents uses for cases; an example of a teaching case that has been developed, and six methods for generating ideas for documenting practice referred to as the Science Classroom Science Project (CLASP). A 3-phase process for the production of cases is summarized. Two appendices include the first section of an activity on speed and acceleration graphs and experienced teachers' group meeting notes. (Contains 23 references.) (LL)

ED 352 366   TM 018 819

Farivar, Sydney
Middle School Math Students' Reactions to Heterogeneous Small Group Work: They Like It!
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 92
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Cooperative Learning; Grade 7; *Heterogeneous Grouping; High Achievement; Junior High Schools; *Junior High School Students; Longitudinal Studies; Low Achievement; Mathematics Achievement; *Middle Schools; *Peer Relationship; *Small Group Instruction; Student Attitudes; *Student Reaction; Teaching Methods
IDENTIFIERS- *Middle School Students

Change over time in the cross-achievement level regard of seventh-grade students for teammates in small heterogeneous cooperative learning groups was studied for 184 middle school students (55 percent Hispanic Americans, 27 percent Whites, 14 percent Blacks, and 3 percent Asian Americans) in Los Angeles County (California). Student perceptions about group work and student judgments about how much they had learned through group participation were also studied. This study was conducted in four phases. Students responded to multiple questions at different stages of the study; and each question was examined separately for high, middle, and low achieving students. Students also completed mathematical pretests and posttests to determine the impact of the instructional treatments on students' mathematical problem solving skills. Results indicate that this type of cooperative learning is an instructional methodology that helps break down interpersonal barriers between high, middle, and low achieving students. It may also diminish the possible consequences of being locked into friendship groups where poor attitudes toward school and low aspirations are the norm. The study shows that even high achieving students perceive the benefits of working in heterogeneous groups. These results may allay the fears of those who think that the only role for high achieving students in cooperative learning groups is that of helper. Nine tables present study findings. (SLD)

ED 352 367   TM 019 120

De Ayala, R. J.
The Nominal Response Model in Computerized Adaptive Testing.
PUB DATE- 92
NOTE- 39p.; Paper presented at the Annual Meeting of the National

Action Research in Higher Education: Examples and Reflections.
PUB DATE- 92
NOTE- 129p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Action Research; College Faculty; College Instruction; *Curriculum Development; Educational Improvement; Evaluation Methods; *Higher Education; *Instructional Improvement; *Learning Strategies; Program Improvement; Self Evaluation (Groups); *Student Development; Teacher Effectiveness; Theory Practice Relationship

This book presents a series of case studies in higher education which demonstrate how teams of academics have improved their practice, skill and conditions of learning and teaching through "action research." Action research is defined as collaborative critical enquiry by academics themselves into their own teaching practice, into problems of student learning and into curriculum problems. The book is structured in three main parts: action research in higher education, examples of action research, and reflections on action research, respectively. Chapter 1 describes the characteristics of action research and of some of the theoretical assumption underlying the processes and procedures. Chapter 2 argues that student learning skills need to be developed systematically by the teachers in higher education and integrated into students' academic programmes as a normal, ongoing learning activity. Chapter 3 argues for the systematic development and integration of student research skills in postgraduate programs. Chapter 4 introduces a research methodology in higher education. Chapter 5 uses the repertory grid technology developed in the previous chapter to elicit personal constructs of professional development from those academics who participated in action research projects described in earlier chapters. Chapter 6 offers personal reflections of the author, a consultant in higher education. (Author/JB)

ED 351 929 HE 025 987

Dixon, Terry P.; And Others
A Colloquium Concerning Instructional Methodologies. Papers presented at the Colloquium Concerning Instructional Methodologies (Killeen, Texas, April 16, 1992).
PUB DATE- 16 Apr 92
NOTE- 86p.; Some pages contain thin, light type.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Development; *College Instruction; Higher Education; Learning Strategies; Librarians; *Library Services; *Performance Contracts; Program Evaluation; *Reference Services; *Student Projects; Teaching Methods
IDENTIFIERS- *Socratic Method; *University of Central Texas

This document contains papers and transcripts from a university faculty colloquium which shared views about teaching methods and information on successful approaches. Following a copy of the colloquium announcement and a brief introduction, the main section presents transcripts of the presentations. The first discusses the structure and role of reference services in libraries and the uses of the reference interview. The second talk considers the Socratic teaching method of questions and questioning and includes an analysis of a taxonomy of cognitive

ED 351 947 HE 026 009

Lawrence, Francis L.
Undergraduate Education at Rutgers: An Agenda for the Nineties.
PUB DATE- 12 Nov 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Classroom Environment; College Administration; Curriculum Development; Curriculum Evaluation; Educational Facilities; *Educational Improvement; *Educational Planning; Educational Quality; Higher Education; *Instructional Improvement; Needs Assessment; Remedial Instruction; Resource Allocation; Teacher Centers; Teacher Improvement; *Undergraduate Study
IDENTIFIERS- *Rutgers the State University NJ

This paper spells out the specific steps that have been taken and will be taken by the Rutgers University President in addressing the school's undergraduate educational needs for the 1990s. Areas examined include the following: (1) the restoration of balance between teaching and research, including valuing and rewarding teaching; (2) the enhancement and evaluation of teaching, including the development of teaching excellence centers; and (3) the enhancement of learning conditions such as controlling class sizes and scheduling, providing student assistance outside of class, and better resource usage. The paper also points to the need for further examination of the curriculum in the remedial courses and explains the appointment of a university-wide committee to consider three areas of undergraduate education: the basic skills; the general education requirements; and the major. Also discussed is the need to develop a more caring university that concerns itself not only with the intellectual development of students but also with their social development outside the classroom. Finally, the paper explains the responsibilities of a new administrative post, Vice President for Undergraduate Education, whose focus will be to spearhead the changes and initiatives outlined in the paper. The appendix provides summaries of recommendations made in major reports concerning undergraduate education at Rutgers during the prior 5 years. (GLR)

ED 351 948 HE 026 010

Jacobs, Lucy Cheser; Chase, Clinton I.
Developing and Using Tests Effectively. A Guide for Faculty.
PUB DATE- Aug 92
NOTE- 233p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cheating; College Faculty; Comparative Analysis; Computer Assisted Testing; Essays; Grading; Higher Education; Item Analysis; Postsecondary Education; Scoring; Test Construction; *Test Format; *Testing; *Testing Problems; *Test Interpretation; *Test Reliability; *Test Theory; Undergraduate Study

This book offers specific how-to advice to college faculty on every stage of the testing process, including planning the test activities which included development of a women's campus safety audit guide and educational video, a commissioned book for women entering academic careers, and a series of consultations with groups representing women's interests in the universities. The second section presents the five themes that emerged from the consultations: (1) maintaining momentum for change; (2) applying institutional and individual accountability measures to status of women issues; (3) moving beyond policy development to change behaviors and campus climate; (4) retaining women faculty; and (5) making the universities more responsive to clients and communities. Consultation meetings were held with sexual harassment officers, student representatives, status of women officers, women's studies faculty, and agency representatives. Section Three presents the agenda for the coming years. This includes a 3-year work plan with estimated budgets. Appendices list the groups consulted, points made during the meeting, and the Committee's 1991-92 membership. (JB)

ED 351 967 HE 026 031

Peirce, Susan P.
Gift Club Programs: A Survey of How 44 Institutions Raise Money.
PUB DATE- 92
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Alumni; Clubs; Colleges; Donors; Elementary Secondary Education; *Fund Raising; Higher Education; Private Financial Support; Private Schools; Profiles; *Program Descriptions; Surveys
IDENTIFIERS- *Gift Clubs

This publication addresses fund raising gift clubs and presents reprinted articles on the topic and the results of a survey of gift club programs and techniques at higher education institutions and independent elementary and secondary schools. Gift clubs are programs that motivate donors to give more generously by recognizing those who give at particular levels and grouping them with others giving at these same levels. The first section of two describes the study and its results. Development professionals at 44 institutions responded to a survey conducted in 1991 and updated in 1992 which asked for details of their gift club programs. The participants were from four-year and two-year public and private colleges and universities, and independent schools in the United States and Canada. The results are presented primarily as profiles of the gift club organizations for each of the participating institutions listing program directors (addresses and telephone numbers), gift range and club names for various levels of giving, gift type, eligibility, matching gifts, and special clubs with their categories and ranges. Section 2 offers reprints of articles on gift clubs from the periodical "Currents" and a set of articles from a newsletter "Matching Gift Notes." (JB)

ED 351 968 HE 026 032

Blostein, Stanley; And Others
The Ohio State University College of Social Work. Ad Hoc Committee on Grading: Final Report.
PUB DATE- Jun 91
NOTE- 59p.; Some pages contain filled-in print.
LANGUAGE- English

IDENTIFIERS- *New England

This paper describes the development of a New England Cooperative Extension Consortium created for the purpose of developing new approaches for meeting the Cooperative Extension mandate. The consortium formalizes a tradition of informal, multi-state cooperation among the New England Cooperative Extension Systems which operate as a flexible, evolving collaborative model for delivery of research-based knowledge to the citizens of the region. A design team outlined application of the model for an agricultural commodity focus and a topical issue focus. The model was derived from two primary motivations: (1) the public's need for educational programs and information requiring the cooperative extension systems to find ways to most efficiently and effectively fulfill their educational mandate; and (2) the continuing need to maintain the quality and scope of cooperative extension programs in the face of reductions in budgets for funding staff and operations. Discussed are the goals and parameters of the Consortium, the development of the Consortium model, and the criteria for selecting Consortium programs. The paper concludes with a general description of the Consortium model. (GLR)

ED 351 987 HE 026 055

Bobbett, Gordon C.; And Others
College Activities and Their Effect on Postsecondary Instrumental Music Growth.
PUB DATE- 11 Nov 92
NOTE- 43p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; College Students; Grade Point Average; Higher Education; High School Students; Music Activities; *Musical Instruments; *Music Education; Outcomes of Education; Questionnaires; Research; Secondary School Students; Skill Development; Student Attitudes; *Student Evaluation

This paper examines the relationships between musical independence or MI (a reflection of the product rather than the process of musicianship), related academic courses, and other music/nonmusic activities at the postsecondary education level. The first purpose of the study is to examine the relationships between MI and Colwell's Musical Achievement Tests Nos. 3 and 4 (MAT3/MAT4) and to evaluate to what extent secondary music achievement tests are appropriate for postsecondary use. The paper presents the research methodology and the findings pertinent to answering five research questions: (1) At each institution, is the top instrumental ensemble more musically independent than the bottom ensemble? (2) Are MI outcomes influenced by the grade in which students started band, college grade point average, age, number of years students played their instrument, number of hours practiced per week, and number of hours studied per week? (3) What college courses and activities influence MI the most and the best? (4) What are the important course areas that influence student MI? and (5) Does the music faculty communicate to its students (through lectures, class assignments, and conversations) the things that are the most important in developing MI? Appendices include the instrumental college survey and statistical data from the study. Contains 10 references. (GLR) practices. (Contains 24 references.) (ALF)

ED 352 005 IR 015 834

Pietras, Jesse John
Regulatory Reform and CATV/TELCO Distance Learning Initiatives in Connecticut.
PUB DATE- 1 Oct 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cable Television; *Distance Education; Educational Technology; *Educational Television; Electronic Mail; Elementary Secondary Education; Networks; Programing (Broadcast); Public Television; *State Legislation; *Telecommunications; Teleconferencing; Television; Television Teachers
IDENTIFIERS- *Connecticut; *Fiber Optics; Instructional Television Fixed Service; Interactive Television; Video Teleconferencing

This overview of educational telecommunications and distance learning in Connecticut includes information on the Connecticut Department of Education and the Connecticut Public Television statewide, two-channel, ITFS (instructional television fixed service); the Connecticut Community College system's Community College Instructional Television microwave-delivered educational network; and the Area Cooperative Educational Services bi-directional, fully interactive educational services using electronic mail and video conferencing. Issues involved in maintaining quality of educational programming standards through regulation by the Department of Public Utility Control, as prescribed by proposed state legislation, Public Act 92-146, are then discussed. The report also describes the trial of the Southern New England Telephone (SNET) video distance learning program, "Links to Learning," from 1988-1990; current collaboration of SNET with the National Foundation for the Improvement of Education (NFIE) in sponsoring the "Learning Tomorrow" program, an outgrowth of "Links to Learning"; the prospects of cable company involvement; the evolution of fiber optic cable; and opportunities for fiber optic cable uses in education. Seven tables provide information on Connecticut CATV franchise holders and SNET "Links to Learning" school locations; diagrams of a basic network system, a two-way interactive classroom, and the evolution of fiber optics in cable; a list of cable classroom equipment costs and a four year acquisition plan; and a summary list of distance learning technologies. (Contains 31 references.) (ALF)

ED 352 006 IR 015 835

Moore, Michael G.; And Others
The American Symposium on Research in Distance Education. Report (2nd, University Park, Pennsylvania, May 22-24, 1991).
SPONS. AGENCY- Annenberg/CPB Project, Washington, DC.
PUB DATE- May 91
NOTE- 50p.; For selected papers from the symposium, see IR 015 828.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Change Strategies; Cognitive Style; Communication

on the affective and cognitive skills required for success in any project involving research and/or statistics. Successful enrollment in computer based learning and the ability to work online are the only prerequisites for this course. Prior experience in a research project may be helpful, but such involvement is not required. Instructions on what to do and how the tasks should be composed are provided for each task. Students are advised to maintain electronic and telephonic contact with the instructor throughout the course. Contents of this study guide are divided into three assignments: (1) Assignment A--Defining the Term Research, Effect of Ethics on Research, Problem Identification, Hypothesis/Objective Development, Literature Review, Research Methodology, Assumptions and Limitations, Data Collection, Data Analysis, Presentation of Results, and Research Summary; (2) Assignment B--Statistical Analyses: Calculation and Interpretation Topical Issues such as Types of Research, Research Designs, Sampling, Test Development, and Levels of Quantitative Description; and (3) Assignment C--final assignment, which involves students in the "mechanics" of statistical analysis. (Contains 15 references.) (ALF)

ED 352 024 IR 015 862

MacFarland, Thomas W.
Examples of Data Analysis with SPSS-X.
PUB DATE- Dec 89
NOTE- 44p.; For related materials, see IR 015 861-866. The floppy disk provided with the original document is not included in this document.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Analysis of Variance; Chi Square; *Computer Assisted Instruction; *Computer Software; Correlation; Higher Education; *Statistical Analysis; Statistics; Study Guides
IDENTIFIERS- *Statistical Package for the Social Sciences; *VAX Computers

Intended for classroom use only, these unpublished notes contain computer lessons on descriptive statistics using SPSS-X Release 3.0 for VAX/UNIX. Statistical measures covered include Chi-square analysis; Spearman's rank correlation coefficient; Student's t-test with two independent samples; Student's t-test with a paired sample; One-way analysis of variance, with Tukey mean comparison; Two-way analysis of variance; and Pearson's product moment coefficient of correlation. (ALF)

ED 352 025 IR 015 863

MacFarland, Thomas W.
Examples of Data Analysis with SPSS/PC Studentware.
PUB DATE- Dec 89
NOTE- 113p.; For related materials, see IR 015 861-866. The floppy disk provided with the original document is not included in this document.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Analysis of Variance; Chi Square; *Computer Assisted Instruction; Computer Software; Correlation; Higher Education; Microcomputers; *Statistical Analysis; Statistics; Study Guides
IDENTIFIERS- *IBM PC Plus; Lotus 123; *Statistical Package for

Waters, Donald; Weaver, Shari
The Organizational Phase of Project Open Book.
SPONS. AGENCY- Commission on Preservation and Access, Washington, DC.
PUB DATE- Sep 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Books; College Libraries; Computer Printers; Higher Education; *Information Technology; *Microfilm; Planning; *Preservation; *Research Libraries
IDENTIFIERS- *Digital Imagery; *Electronic Text; Vendors; Xerox Corporation; Yale University CT

The Yale University Library is now organized to move ahead with Project Open Book, the conversion of 10,000 books from microfilm to digital imagery. In the first phase of the Project--the organizational phase--a Steering Committee was established that included several faculty members, and a project team was created. In addition, Yale conducted a formal bid process and selected the Xerox Corporation to serve as its principal partner in the project. Xerox has identified for Yale the required equipment, software, and services to complete the project, as well as their costs, and has proposed a three-phase implementation plan. The implementation will ultimately result in a conversion subsystem, browsing stations distributed on the campus network within the Yale Library, a subsystem for storing 10,000 books in digital form, and network access to high-quality image printers. The process leading to the selection of the vendor helped isolate areas of risk and uncertainty as well as key issues to be addressed during the life of the project. The Yale Library is now prepared to select the material for conversion to digital image form and to seek funding, initially for the first phase, and then for the entire project. This report reviews the purpose and scope of the project, outlines the steps taken in the first (organization) phase, and presents a summary of the results to date. (Author/KRN)

ED 352 043   IR 054 265

McLellan, Francis R.
Systematic Collective Action To Improve Media Services in a High School Library.
PUB DATE- 6 Aug 92
NOTE- 56p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Change Strategies; Course Integrated Library Instruction; High Schools; *Learning Resources Centers; Library Administration; Library Equipment; *Library Facilities; Library Materials; Library Personnel; *Library Services; Peer Teaching; *School Libraries; Tutoring

This practicum was designed to improve a high school education media center through systematic collective action. The goal was to improve delivery of education media services by: (1) improving material conditions; (2) developing collaboration between education media specialists and academic teachers; and (3) involvement of the entire learning community in employing research to shape the effort by which the media services could be brought up to standards. Activities included writing and distributing a newsletter; systematically monitoring progress

The purpose of this study was to determine how parents and family relationships are characterized in realistic young adult fiction. A random sample of 20 realistic young adult novels was selected from the American Library Association's Best Lists for the years 1987-1991. A content analysis of the novels focused on the following: (1) whether parents were categorized as sympathetic/involved, neutral, or hostile/uninvolved; (2) whether the majority of families were two-parent families or single-parent families; (3) what the major conflicts in the story were; (4) what influence family members have on the protagonist's decisions and problems; (5) whether gender of the protagonist influences family relationships; and (6) whether family relationships evolve and how they are characterized at the end of the book. The major findings were: (1) most of the fictional parents were sympathetic and involved; (2) more two-parent families were used than one-parent families; (3) the largest number of conflicts involved embarrassment because of family members who deviated from the norm and from the breakup of the family due to divorce or death; (4) more females had intrafamily conflicts than males; and (5) most family relationships evolved in a positive way during the course of the book. Frequency tables of teen parent interaction and categories of conflict and a list of the books analyzed in the study are appended. (Contains 16 references.) (Author/KRN)

ED 352 062 IR 054 302

Rother, Jeffrey A.
A Guide to Information Sources and Services on the Civil War, 1984-1991.
PUB DATE- Dec 91
NOTE- 52p.; M.L.S. Thesis, Kent State University
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Books; *Civil War (United States); Databases; *Information Sources; Organizations (Groups); Periodicals; Reference Materials; Theses; *United States History
IDENTIFIERS- *Military History

This research paper is both an annotated bibliography of books and dissertations on the Civil War that were published between 1984-1991, and an annotated guide to currently-available periodicals, online databases, and organizations. The bibliography and guide are aimed primarily at historians and Civil War buffs. Because of the large number of books on the Civil War being published, only the military history of the War and topics directly related to military history are covered. The 12 reference works that are annotated include bibliographies, dictionaries, encyclopedias, atlases, and biographical sketches. The 40 topical studies covered focus on campaigns, battles, and the military life. Book annotations are both descriptive and evaluative. The bibliography also includes 10 dissertations on the military history of the war. Seven periodicals which serve Civil War historians and buffs are briefly described, and six online bibliographic databases are given descriptive annotations. The guide concludes with descriptions of 10 organizations that sponsor or encourage research, educational, or historical activities relating to the Civil War. The paper includes an author and title index of annotated materials. (Contains 21 references.) (Author/KRN)

ED 352 063 IR 054 351

Gianini, Paul C., Jr.
Meeting the Challenges of the Information Age: Doing More with Less.
PUB DATE- 21 Oct 92
NOTE- 14p.; Paper presented at the Annual Computer Conference of the League for Innovation in the Community College (9th, Orlando, FL, October 21-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bibliographic Utilities; Community Colleges; Computer Oriented Programs; *Computer Uses in Education; Cooperative Programs; *Databases; *Educational Technology; *Information Systems; Interactive Video; Online Catalogs; *Online Systems; *Technological Advancement; Two Year Colleges
IDENTIFIERS- *Valencia Community College FL

When Valencia Community College (VCC), in Florida, opened in 1967, no one envisioned the extent to which computer technology would permeate every aspect of college operations. In addition to employing advanced computer systems to deliver programs in film technology, health care, manufacturing, and technology transfer, VCC utilizes numerous databases that have changed teaching, learning and management on campus radically. For example, the Valencia Longitudinal Student Tracking and Reporting (VALSTAR) system allows for the analysis of "stop out" patterns, and the calculation of retention rates. VALSTAR's companion system, TRANSTAR (Transfer Student Tracking and Reporting) tracks VCC, and other community college transfer students, and native students at the University of Central Florida (UCF). An interactive video system, CAISYS (College Academic Information System) features an orientation program to current and prospective VCC and UCF students. The VISTAS (Valencia's Information System for Teachers, Administrators, and Staff) mainframe allows staff to access student records, class rolls, and personnel directories via personal computer. The LINCC (Library Information Network for Community Colleges) mainframe computer provides access to library holdings within Florida's 28 community colleges, and at other libraries throughout the state; and to an electronic encyclopedia and the ERIC database. VCC also operates databases with information on instructional personnel, honors students, VCC's mentoring program, and the college's curriculum. VCC has developed numerous faculty workshops to assist faculty in utilizing the new technologies. (MAB)

ED 352 080 JC 920 593

Wilkinson, David
A Comparative Analysis of Community Colleges and Two-Year Technical Colleges.
PUB DATE- 9 Jun 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Educators; College Administration; *Community Colleges; *Comparative Analysis; Educational Finance; Educational History; Governance; *Institutional Characteristics; School Demography; Student Characteristics; *Technical Education; *Technical Institutes; Technical Occupations; Trend Analysis; Two Year Colleges; Two Year

Report, 1993-1997.
PUB DATE- Jan 93
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Administration; *College Planning; College Role; Community Colleges; Enrollment; Enrollment Trends; Higher Education; *Institutional Characteristics; Institutional Mission; *Long Range Planning; *Mission Statements; State Universities; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Nevada; *University and Community College System of Nevada

This planning document for the University and Community College System of Nevada (UCCSN) presents a vision for the future of the system, including mission statements, strategic directions, institutional academic master plans, and a planning schedule for each institution. Chapter 1 provides introductory comments on the types of people served by the UCCSN and the statewide planning process. Chapter 2 begins with a brief overview of the components of the UCCSN planning process and then presents: (1) a discussion of the development of the UCCSN Mission Statement, which includes objectives to meet the system's three-fold function of providing undergraduate and graduate programs of instruction, undertaking programs of basic and applied research which complement the instructional programs, and public service for Nevada citizens; (2) nine strategic directions calling for enhanced academic planning efforts, quality in undergraduate education, selective development of systemwide graduate programs, enhanced access and retention, diversity within the student body and faculty, improved collaboration within the system and with outside agencies, greater involvement in economic development, utilization of assessment to ensure accountability, and provision for adequate resources; (3) information on campus mission statements; (4) campus academic plans for the UCCSN's four community colleges, two universities, and Desert Research Institute, describing academic priorities and programmatic trends for each campus between 1993 and 1997; and (5) the UCCSN biennial budget request. Chapter 3 provides concluding comments about the importance of effective long-range planning. Extensive appendices provide data on institutional characteristics and enrollment trends; norms in other states; degrees awarded; research expenditures; mission statements for community college system as a whole, for each university, and for the Desert Research Institute; and program offerings at UCCSN. (PAA)

ED 352 097 JC 930 018

Dilts, Susan W., Ed.
Peterson's Guide to Two-Year Colleges, 1993. Twenty-Third Edition.
PUB DATE- 92
NOTE- 744p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Admissions Counseling; Associate Degrees; College Admission; College Bound Students; *College Choice; *Community Colleges; Higher Education; *Institutional Characteristics; Student College Relationship; Tables (Data); *Two Year Colleges

This guidebook is designed primarily to give students the information they need in selecting a two-year college. It provides information about individual colleges and indexes to help students locate colleges with particular characteristics.

geography; and (5) understanding of their own learning process. Teachers should become informed about research on and descriptions of children's thinking, and develop their knowledge pertaining to methods of interviewing and principles for planning thematic instruction. The experience-oriented approach acknowledges that children learn from one another, children talk and reflect on concrete situations, and teachers can expose the processes by which children think and take advantage of these processes in their instruction. A list of 44 references and samples of children's artwork are included. (HTH)

ED 352 114 PS 020 745

Delattre, Edwin J.
Our Children's Lives.
PUB DATE- 24 Apr 92
NOTE- 51p.; Paper presented at the Annual International Study Conference of the Association of Childhood Education International (100th, Chicago, IL, April 22-25, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Accountability; *Educational Change; Educational Improvement; Educationally Disadvantaged; Educational Objectives; Educational Policy; *Educational Quality; Elementary Secondary Education; Futures (of Society); Government School Relationship; *National Programs; *Politics of Education; School Choice; School Effectiveness; Testing Programs
IDENTIFIERS- *America 2000; National Education Goals 1990

A description and analysis of the America 2000 educational strategy emphasizes the questions of what children and youths deserve and need in terms of education, and what the process of taking children and youth seriously involves in practice for teachers, administrators, parents, and others. After stressing that America 2000 is a national, rather than a federal, strategy, the paper identifies, and assesses the plausibility of, the six national educational goals and four interlocking tracks of personal and institutional effort set forth in America 2000. The disadvantaged environment in which many children live is then discussed in terms of its effects on children's lives and prospects and on the educational system that serves them. The paper then takes a critical look at what children are learning and failing to learn from their parents, educators, peers, and the media. The following sections analyze America 2000 in terms of criticisms leveled against it and the issues of: (1) diversity and pluralism; (2) the purposes of education; (3) overreliance on Head Start; and (4) a national curriculum and national assessment. After asserting the value of good standards and tests as a basis for teacher and administrator education, the paper describes the Boston University's Accelerated Preparation for Teaching program. Final comments focus on family participation in the education of the young and parental choice of schools. (AC)

ED 352 115 PS 020 799

School Age Child Care: Opinions from School Administrators. Regional Report.
SPONS. AGENCY- Center for Research and Educational Development, Santiago (Chile).
PUB DATE- Jul 89
NOTE- 27p.; Project was funded by the Southeastern School Age

Subcommittee on At-Risk Students.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; Community Programs; Coordination; *Delivery Systems; Elementary Secondary Education; Federal Programs; *High Risk Students; Models; Planning; *Social Services; *State Programs
IDENTIFIERS- *America 2000

In order to assist states in developing model programs, this report examines the common characteristics and strengths of a number of state programs that coordinate social services for at-risk students and their families. After discussing the characteristics of at-risk children and their families, the report presents a comprehensive and collaborative model involving the family, the schools, community-based service agencies, community leaders, state human service agencies, and state leaders which can result in a more efficient and effective service delivery mechanism. Programs based on such a model should stress local empowerment and flexibility, parental involvement, and adequate budgets, and should emphasize evaluation and accountability. This social service coordination model can easily be tied into the goals of President Bush's America 2000 initiative, which sets specific goals for educational achievement by the year 2000. An appendix provides a brief outline of 20 state coordination programs. The outlines include the name and telephone number of a contact person for each program. Contains 54 references. (MDM)

ED 352 134 PS 020 900

Results of the Statewide Staff Development Needs Assessment for Personnel Associated with the Prekindergarten Program for Children at Risk of Academic Failure, the Prevention Initiative Programs for At Risk Infants and Toddlers and Their Families, and the Model Early Childhood Parental Training Programs.
PUB DATE- May 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Attitudes; At Risk Persons; *Knowledge Level; *Needs Assessment; Parent Education; *Preschool Education; Preschool Teachers; Questionnaires; *Staff Development; State Surveys; *Teacher Attitudes
IDENTIFIERS- Content Area Teaching; Illinois State Board of Education; Support Personnel

In an effort to help establish consistent opportunities for meaningful staff development, administrators and staff associated with three early childhood education programs funded by the Illinois State Board of Education were surveyed about their needs and interests. A questionnaire examined the extent of the respondent's knowledge of, or experience in, a specific content area in early childhood education, and level of interest in knowing more about the content area. The questionnaire was divided into the following categories, each the tests is followed by a description of procedures for administering the tests and a detailed explanation of ways to analyze the results. Appendixes include descriptions of students who fall into particular score ranges and bands of skills, diagnostic map charts, group analysis charts, and answers for the tests. Sample copies of the Aspects of Literacy and Aspects of Numeracy test books are included. (MM)

ED 352 153 PS 020 935

Lokan, Jan; And Others
ACER Tests of Basic Skills: Aspects of Literacy, Aspects of Numeracy. Teacher's Manual. Green Series 3.
PUB DATE- 92
NOTE- 54p.; For Green Series 6, see PS 020 936.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Basic Skills; *Educational Testing; *Elementary School Students; Foreign Countries; Grade 3; *Literacy; Mathematics Skills; *Numeracy; Primary Education; *Test Interpretation; Test Manuals
IDENTIFIERS- *Australia (New South Wales); Australian Council for Educational Research; Literacy Assessment; Mathematics Assessment

Developed for the Basic Skills Testing Program (BSTP) in New South Wales, Australia, this teacher's manual describes the Green Series 3 of the ACER (Australian Council for Educational Research) Tests of Basic Skills. The two tests in this series, Aspects of Literacy and Aspects of Numeracy, were administered statewide by government school classroom teachers in August, 1990 to a population of approximately 57,000 Year 3 students. In this manual, a discussion of the rationale behind the tests and an overview of the tests is followed by a description of procedures for administering the tests and a detailed explanation of the method for analyzing the results. Appendixes include descriptions of students who fall in particular score ranges and bands of skills, diagnostic map charts, group analysis charts, and answers for the tests. Sample copies of the Aspects of Literacy and Aspects of Numeracy test books and the "Young Aussie" (Green Series) magazine are included. (MM)

ED 352 154 PS 020 936

Lokan, Jan; And Others
ACER Tests of Basic Skills: Aspects of Literacy, Aspects of Numeracy. Teacher's Manual. Green Series 6.
PUB DATE- 92
NOTE- 70p.; For Green Series 3, see PS 020 935.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Basic Skills; *Educational Testing; *Elementary School Students; Foreign Countries; Grade 6; Intermediate Grades; *Literacy; Mathematics Skills; *Numeracy; *Test Interpretation; Test Manuals
IDENTIFIERS- *Australia (New South Wales); Australian Council for Educational Research; Literacy Assessment; Mathematics

Directors" are: (15) "Supervision and the Management of Programs Serving Infants, Toddlers, and Their Families" (L. Gilkerson and C. L. Young-Holt); (16) "Management in the South Carolina Resource Mothers' Program: The Importance of Supervision" (M. A. Robinson); (17) "Toward Tenacity of Commitment: Understanding and Modifying Institutional Practices and Individual Responses that Impede Work with Multi-Problem Families" (B. Fields); and (18) "A Seminar for Supervisors in Infant/Family Programs: Growing versus Paying More for Staying the Same" (J. Bertacchi and F. M. Stott). Appendixes include a qualitative study of early intervention in Maryland and a 50-item bibliography. (SLD)

ED 352 170   PS 020 962

Neighborhood Schools Improvement Act. Conference Report To Accompany S.1 . House of Representatives, 102d Congress, 2d Session.
PUB DATE- 25 Sep 92
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Achievement; Change Strategies; Educational Assessment; Educational Change; *Educational Improvement; Educational Legislation; Elementary Secondary Education; Federal Aid; *Federal Legislation; *Government Role; Government School Relationship; *Neighborhood Schools; Public Schools; School Restructuring; State Aid
IDENTIFIERS- Amendments; House of Representatives; *National Education Goals 1990; National Education Goals Panel; Proposed Legislation; Reform Efforts

The Committee of Conference report on a Senate bill to promote educational reform is reported in this document. The purposes of the bill, cited as the "Neighborhood Schools Improvement Act," are to: promote achievement of the National Education Goals; measures progress toward these goals; develop national education standards and voluntary assessments; and encourage the comprehensive improvement of neighborhood public schools to improve student achievement. It is reported that the Senate recedes from its disagreement with the House of Representatives about the proposed House amendments to the bill, and that the amendments are substantially accepted. This document highlights the agreed-upon revisions, restating sections that have been changed. A joint explanatory report from the House and Senate comments briefly on the origin of each change. Areas of amendment include: (1) inclusion of a title and a table of contents; (2) a statement of findings and the purpose of the Act in providing resources to assist in education reform; (3) amendments to Title 1 to list the six National Education Goals; (4) restructuring of the Elementary and Secondary Education Act of 1965 to insert Title 8 (creation of a National Education Goals Panel and National Education Standards and Assessments Council), with details of their structure, and to insert "Part B, Neighborhood Schools Improvement" provisions that clarify state and federal relationships; (5) amendment through Title 3 to the General Education Provisions Act, with a redefined role for the National Assessment of Educational Progress; (6) amendments to the Carl D. Perkins Vocational and Applied Technology Education Act; (7) amendment to the Dwight D. Eisenhower Mathematics and Science Education Act; and (8) miscellaneous amended provisions. (SLD)

ED 352 171   PS 020 963

ED 352 188 PS 020 991

Isaksson, Tommy
The BITS-Project: Child-Care in the Admass Society.
PUB DATE- Sep 90
NOTE- 10p.; Paper presented at the Annual Meeting of the Association for Teacher Education in Europe (15th, Limerick, Ireland, September 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; *Children; *Computer Literacy; *Computer Uses in Education; Educational Technology; Elementary Education; Elementary School Students; Foreign Countries; *Mass Media Effects; *School Age Day Care; Social Change
IDENTIFIERS- Child Care in the Admass Society (Sweden); Sweden

This paper addresses some of the problems that society in general, and child care centers in particular, must confront due to the effects of the computer and mass media on the modern world. Children today live in a society increasingly dominated by computers and the mass media, and it is important that they be able to utilize these new technologies and information sources effectively. The New Information Technology at Children's Leisure Centers, or NIT project, and the Child Care in the Admass Society, or BITS project, have both worked with issues and problems relating to the effects of computers in society. The NIT project, conducted from 1985 to 1988, studied the effects of the introduction and use of computers on approximately 40 children and several instructors at 3 leisure centers, or after-school day care centers, in Sweden. Begun in 1988, the BITS project continued the study with about 75 children between 7 and 12 years of age at 4 leisure centers. Results of the study indicated that children were easier to motivate while working on the computer than at other times; writing was easier for the children on the computer than by hand; and instructors at the centers felt better supported in their role as educators and better planned their work after the computers were introduced in the centers than before. (MDM)

ED 352 189 PS 020 992

Isaksson, Tommy
Children of the Future.
PUB DATE- Apr 92
NOTE- 16p.; Paper presented to the ATEE Working Group 4: Teacher Education and NICT.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Computer Literacy; *Computer Uses in Education; Educational Technology; Elementary Education; *Elementary School Students; Foreign Countries; *School Age Day Care; Sex Differences; Social Differences; *Student Attitudes
IDENTIFIERS- *Children of the Future (Sweden); Sweden

The Children of the Future project is a 3-year (1990-1993) study of the attitudes towards and experiences with computers of nearly 200 children between 7 and 12 years of age at 13 leisure centers, or after-school day care centers, throughout Sweden. The major aims of the project are to: (1) develop an educational method to help children work better with computers;

on intergenerational program development, staff development, and community education; questionnaires for children, program staff, and senior citizens; a list of intergenerational programs in Broome County; and a bibliography of about 100 items. (BC)

ED 352 209 PS 021 057

Improving Linkages--the Challenge for the Southeast. Early Childhood Regional Symposium Proceedings (Atlanta, Georgia, November 21-22, 1991).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 92
NOTE- 29p.; Proceedings from Early Childhood Regional Symposium (Atlanta, GA November 21-22, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Agency Cooperation; *At Risk Persons; Early Childhood Education; Educational Improvement; *Family Programs; Regional Cooperation; Regional Planning; School Business Relationship; *School Readiness; *Transitional Programs; *Young Children
IDENTIFIERS- Integrated Services; Project Head Start; *United States (Southeast)

This report outlines the proceedings of a symposium held to discuss ways of strengthening linkages and transitions between pre-kindergarten programs and early elementary school. The 63 symposium participants included Head Start representatives, elementary school teachers and principals, state and federal department of education employees, university faculty, and parents. Participants came from Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. The participants discussed the meaning of linkages and transition, shared materials about successful practices for educating children in the southeastern United States, examined the latest research on issues related to transition, and formulated goals for collaborating to improve transition programs in their individual states. The report provides: (1) the agenda of the two-day meeting; (2) summaries of the keynote address and concurrent sessions on assessment techniques, retention, family support, and collaboration; (3) profiles of five successful transition-related programs presented at the symposium; (4) summaries of small-group discussions concerning the sharing of successful practices; and (5) summaries of individual state reports prepared by participants. The names, addresses, and telephone numbers of all participants are included. (MDM)

ED 352 210 PS 021 069

Ikeda, Joanne P.; Mitchell, Rita
Escoja Alimentos Sanos y Que Deben Hacer los Padres de los Ninos Que Pesan Mucho. (Food Choices for Good Health and Children and Weight: What's a Parent To Do?).
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- Jun 92
NOTE- 20p.; For English version, see ED 348 164. For a related document, see ED 339 542.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Behavior; Attitude Change; Behavior Change; *Outcomes of Treatment; Outdoor Education; Program Evaluation; *Psychiatric Services; Psychotherapy

The purpose of this study was to determine the impact of adventure program participation upon adolescents in psychiatric treatment. All adventure programs included goal setting, awareness, cooperative and trust activities, and group and individual problem-solving. Participants' total hours of program participation ranged from 8-22 hours. A random sample of 42 program participants at 12 residential sites (hospitals, treatment centers) were individually interviewed by program leaders a week following the conclusion of their adventure experiences. The purpose of the interview was to identify the extent to which participants had shared the experience with others and had applied the attitudes and skills gained in the program. Results indicate that participants reported communicating about the adventure experience with peers (71.4%), family (57.1%), staff (28.6%), and others (11.9%). Only 7.1% did not communicate with anyone. All but one of the participants reported applications of the adventure experience in other life situations. The contexts of these applications included other treatment (66.7%), interaction with peers (47.6%), self-awareness (23.8%), and interaction with family (16.7%). This study suggests that adventure program participation both complements and supplements psychiatric treatment in changing attitudes, affect, and behavior of adolescents in psychiatric treatment. (LP)

ED 352 229 RC 018 879

Bialeschki, M. Deborah; Henderson, Karla A.
Optimal Experience among Campers in a Resident Camp Setting.
PUB DATE- 92
NOTE- 12p.; In: Henderson, Karla A., Ed. Coalition for Education in the Outdoors. Research Symposium Proceedings (Bradford Woods, IN, January 17-19, 1992); see RC 018 876.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affective Measures; Attitude Measures; *Experiential Learning; *Outdoor Education; *Preadolescents; *Resident Camp Programs
IDENTIFIERS- Flow Theory; *Peak Experiences

The purpose of this study was to assess optimal experience, also known as "flow" and "quality of experience" in a private, coeducational resident camp program for children. Flow refers to those times in work and leisure when people report feelings of enjoyment, concentration, and deep involvement. Flow theory predicts that an experience will be most positive when a person perceives that the environment contains high enough opportunities for action (challenges) which are matched with the person's capacities. Campers were asked to complete an Experience Sampling Form (ESF) to indicate their involvement, attitudes, and feelings during randomly selected times during two camp sessions in 1991. A total of 910 experiences were sampled from 47 male and female campers aged 11-12. Results of the study indicate that 16% of camper's time was spent in flow (high challenge, high skills) as compared with 29% in anxiety (high challenge, low skills), 43% in boredom (low challenge, high skills), and 13% in apathy (low challenge, low skills). Experiences that were more likely to provide an opportunity for flow were completing activities such as service projects, outdoor recreation pursuits, active games, and creative opportunities. This study suggests that, using the flow theory, computers; (3) fire the textbook vendors; (4) exposing students to classic psychological literature; and (5) modeling psychology's admirable traditions by reading, writing, computing, learning, and working cooperatively with colleagues. (TES)

ED 352 247 RC 018 944

Larsen, Carmen O.; Foley, Jeffrey C.
Rural Issues in Rehabilitation Service Delivery: A Goodwill Industries of America Study.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Vocational Education; Community Characteristics; Disabilities; *Educational Innovation; Job Placement; *Job Training; Outreach Programs; *Rehabilitation Programs; Rural Areas; *Rural Education; *Rural Urban Differences; Surveys; Vocational Rehabilitation; *Vocational Training Centers
IDENTIFIERS- *Goodwill Industries of America

This article uses survey data to describe some common elements among rural vocational rehabilitation programs and differentiate them from their urban counterparts. The survey of 173 Goodwill Industries centers brought 78 responses. Thirteen centers (17%) characterized themselves as entirely rural; 22 (28%) as nonrural, and 43 organizations said they represented a mix. Respondents identified the services they offered and answered questions relating to area industries and employment. Results showed that Goodwills in rural areas had fewer job-skills training and outside job-placement programs than nonrural agencies. Mental illness, learning disabilities, and economic disadvantage dominated the perceived needs in rural communities. Transportation and funding also were identified as major problems. Four Goodwill programs using innovative service-delivery models are profiled: A center in Dayton, Ohio, developed a program using mobile vocational marketers; a health-care training program was developed in Muskogee, Oklahoma; satellite centers were used in Knoxville, Tennessee; and a Reading, Pennsylvania, center used a one-on-one job coaching method. The following approaches are also briefly discussed: (1) educational cooperatives; (2) case management; (3) rural marketing; (4) career development; (5) business advisory councils; (6) community participation; and (7) family participation. This document contains six tables describing the survey responses. Table 3A is entitled "Types of Skills Training Programs Offered by Participating Goodwills."

ED 352 248 RC 018 947

Community Participation in the Impact Aid Program. Special Impact Aid Provisions for Local Education Agencies That Claim Entitlements Based on the Number of Children Residing on Indian Lands, Public Law 81-874.
PUB DATE- Mar 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; *Community Involvement;

Chapter 5 uses the brightness of stars to suggest how far away they are and places the solar system in its proper context within the whole galaxy of stars. Worksheets for the activities are provided at the end of each chapter. Four appendices include a glossary, suggestions on how to nurture the student interest generated by these activities, derivations of the formulas utilized in the activities, and an answer for the problems posed in the worksheets. (Contains over 40 references.) (MDH)

ED 352 266   SE 053 397

Paulu, Nancy; Martin, Margery
Como Ayudar a sus Hijos a Aprender Ciencia (Helping Your Child Learn Science).
PUB DATE- Sep 92
NOTE- 69p.; For English version of this book, see ED 331 727.
LANGUAGE- Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Concept Formation; Elementary Education; *Home Study; Homework; Parenting Skills; Parent Materials; *Parent Participation; Parents as Teachers; Primary Education; *Science Activities; *Science Education; Science Instruction
IDENTIFIERS- Science Process Skills

Because most parents say they do not or cannot help their children with science, this booklet was designed to help them do so, easily and with pleasure for both parent and child. The introduction presents information on why and how parents should help their children and provides a general orientation to the ideas and activities offered in the booklet, with emphasis on the importance of encouraging and stimulating children's natural curiosity and eagerness to learn. The other chapters are: "The Basics," "Important Things to Learn," "Activities at Home," and "Activities in the Community." Activities that can be performed at home by a child with an adult have names like The Big Picture, Attack of the Straws, Soap Power, Bubbles, Bugs, It Floats, Slime, Celery Stalks at Midnight, Sticky Things, Hair Raising Results, Moldy Oldies, Plants, Crystals, Cake, and Television. Activities that can be enjoyed in the community include visiting zoos, museums, planetariums, aquariums and farms, and meeting and talking to people who use science in a variety of interesting occupations. (PR)

ED 352 267   SE 053 399

Montgomery, Janey L.
Factors That Influence the Career Aspirations of Mathematically Precocious Females.
PUB DATE- May 90
NOTE- 15p.; Paper presented at the Asian Conference on Giftedness: Growing Up Gifted and Talented (2nd, Taipei, Taiwan, July 24-27, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; *Career Choice; Career Development; Educational Opportunities; Family Influence; *Females; *Mathematics Achievement; Mathematics Education; *Occupational Aspiration; Secondary Education; Sex Differences; Student Characteristics; Surveys

Secundy, Marian Gray, Ed.; Nixon, Lois LaCivita, Ed.
Trials, Tribulations, and Celebrations: African-American Perspectives on Health, Illness, Aging, and Loss.
PUB DATE- 92
NOTE- 336p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Aging (Individuals); Anthologies; Birth; Black Attitudes; Black Culture; *Black Literature; Blacks; Developmental Stages; Diseases; Fiction; Grief; *Health; Health Services; *Life Events; Multicultural Education; Poetry; United States Literature
IDENTIFIERS- African Americans

This book is an anthology of short stories, narratives, and poems exploring aspects of the life cycle (birth, illness, aging, loss and grief) from an African-American perspective. The book is intended to give health care providers and interested others insights into the African-American experience, and to encourage readers to explore the implications of living in and providing services for a multicultural community. The book includes fictional and autobiographical literature from a number of noted U.S. writers, including Alice Walker, Langston Hughes, Gwendolyn Brooks, James Weldon Johnson, Sterling Brown, Toni Cade Bambara, Paule Marshall, and Maya Angelou. (DB)

ED 352 289 SO 022 191

Griesar, Bill
The Underground Guide to University Study in Britain and Ireland.
PUB DATE- 92
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- College Students; Foreign Countries; Foreign Culture; Higher Education; *International Educational Exchange; Secondary School Students; *Study Abroad; Travel; *Undergraduate Study; Universities
IDENTIFIERS- *Great Britain; *Ireland

This book was written for high school and college students interested in studying at a university or other educational institution in Great Britain or Ireland. The book seeks to guide students through the entire study abroad experience. It begins with the university selection process, and covers such concerns as application procedures, transfer of course credit, transportation, what to pack, required documents, insurance, housing, and banking. The book also addresses academics and university life, social and cultural issues, communication, sports, and entertainment and the media. Five appendices include a complete listing of study abroad resources; addresses for Irish and British universities; a large glossary covering English, Cockney, Welsh, Scots, Irish, Irish Gaeilge vocabulary and slang; a calendar of major British and Irish holidays and events; and the tube, rapid transit, and motorway maps. (DB)

ED 352 290 SO 022 266

Meeks, Gregory B.
Receptivity to Global Education Instrument.
PUB DATE- 92
NOTE- 11p.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Historical Materials (060)
DESCRIPTORS- Catholics; *Christianity; Cultural Influences; *Educational History; Elementary Secondary Education; *Ethical Instruction; Moral Values; Protestants; *United States History
IDENTIFIERS- *Moral Education; Nineteenth Century; Twentieth Century

Debates about how moral education ought to be provided have engaged many of the best minds in education and stirred public controversies throughout U.S. history. The vast array of European peoples who settled the American colonies brought a commitment to moral education and a variety of approaches to the task. While French and Spanish settlers brought Catholicism to the New World, northern European Protestants did the most to give moral education its character in the original 13 colonies. The 19th century brought an insistence on rigid self-restraint, moral purity, and cultural conformity. Public schools became the preferred educational institutions for most citizens as state systems expanded rapidly. A movement to establish nonsectarian schools grew out of Protestant social thought and modes of organization. At the same time, Sunday schools appeared to bring Christian discipline and discipleship to the working classes. As the schools of the late 19th and early 20th centuries expanded their functions, moral education was forced to compete for a place in an increasingly crowded curriculum. By the 1940s the role of moral education began to erode. Throughout the 1960s and 1970s, schools either adopted neutrality with regard to moral questions or became indifferent to them. At the same time, however, some educators and others sought to restore moral education in the schools. In more recent years, there have been efforts: (1) to take nontraditional approaches to moral education; (2) to restore virtue-centered character education; or (3) to provide public support to private schools. Few can doubt that the decision regarding whether to restore moral education in the schools will be a fateful one. (LBG)

ED 352 311 SO 030 320

Jenkins, Hugh M.
The Role of the Foreign Student in the Process of Development. A Report of a Symposium (Snowmass, Colorado, June 9-12, 1982).
PUB DATE- 83
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; Economic Development; Educational Development; *Foreign Students; Higher Education; *International Educational Exchange; Student Exchange Programs; Technological Advancement; *Technology Transfer

This document presents a summary of the proceedings of a symposium in which participants gathered to discuss the education and training of foreign students in the United States and the relationship between this experience and the use of science and technology for development. A basic contention commitment to objective standards for evaluation, and skill in managing discussions. Teaching for thinking involves helping students to develop logical principles of thought and to be aware of the underlying abstractions that are implicit in the concrete discussion at hand, and to utilize them throughout their learning. In contrast to traditional teaching objectives, teaching for thinking involves an emphasis on divergent rather than convergent thinking, spiral as opposed to linear thinking, reasoned judgment rather than fact and opinion, and equality between teacher and student. References are included. (IAH)

ED 352 329 SP 034 132

Beyer, Barry K.
Hints for Improving the Teaching of Thinking in Our Schools: A Baker's Dozen. Resource Publication, Series 1 No. 4.
PUB DATE- 88
NOTE- 10p.; For other documents in this series, see SP 034 129-138.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Thinking; Educational Objectives; *Educational Principles; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; Teaching Conditions; Teaching Methods; *Teaching Skills; *Thinking Skills

Thirteen guidelines are offered to teacher educators who seek to improve student thinking by improving the teaching of thinking in schools: (1) regard improved thinking as a means to an end, not the end itself; (2) be precise in the language and terms used to describe thinking; (3) recognize that the term "critical thinking" is a loaded term, with negative connotations, in some communities; (4) acknowledge that critical thinking is only one of many kinds of thinking; (5) avoid either/or approaches to the teaching of thinking; (6) recognize that helping students to become more skilled thinkers is a gradual process, not to be accomplished all at once; (7) acknowledge that the most effective thinking program is K-12 or K-16 at least; (8) be practical about strategies for implementing thinking skills instruction; (9) acknowledge the reality of the classrooms where most teaching is carried on; (10) ensure that attention to thinking is for all students rather than a chosen few; (11) reflect on one's own teaching to identify what helps novices improve their thinking; (12) become active in the world of classroom teachers and curriculum developers; and (13) work with teachers, not on them. (IAH)

ED 352 330 SP 034 133

Weinstein, Mark
Reason and Critical Thinking. Resource Publication, Series 1 No. 5.
PUB DATE- 88
NOTE- 33p.; For other documents in this series, see SP 034 129-138.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Psychology; *Critical Theory; *Critical Thinking; Developmental Stages; *Educational Change; Educational Philosophy; Elementary Secondary Education; Higher

Decreasing Risk Behaviors of High School Seniors.
PUB DATE- Apr 92
NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; At Risk Persons; Educational Objectives; *Health Promotion; High Schools; High School Seniors; *Knowledge Level; Learning Activities; *Outcomes of Education; Sexuality; *Student Attitudes; *Student Behavior

This study was conducted to assess the level of AIDS-related knowledge, attitudes, and risk behaviors of a group of predominantly sexually active high school seniors (N=734) and to evaluate the relative effectiveness of three AIDS prevention activities in improving knowledge, attitudes, and behaviors among these students. The educational program consisted of two parts. First, a slide show/lecture was given by an AIDS specialist, which focused on basic facts about AIDS and presented the personal stories of several young patients. Second, students participated in small group sessions in one of three AIDS prevention activities: a question and answer session, a presentation by a young person with AIDS (PWA), and a role playing activity. Sessions leaders and health and physical education teachers from participating schools were trained by the research team. Data were gathered by testing AIDS-related knowledge and attitudes prior to and following the slide show/lecture and a questionnaire after participation in small group activities. Five weeks later, students completed a knowledge and attitudes delayed posttest as well as a questionnaire on which behavioral changes related to AIDS were reported. Results indicate that significant gains were made in attitudes towards PWAs and in decreasing risk behaviors. (LL)

ED 352 349 SP 034 211

Board, John C., Ed.
What Connecticut Teachers Need for Effective Schooling: Professional Issues in Public Education, IV.
PUB DATE- Jan 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Bilingual Teachers; Business Education; Cultural Differences; Early Childhood Education; *Educational Objectives; Elementary Secondary Education; Essays; *Excellence in Education; Family School Relationship; Health Promotion; Mathematics Education; Music Education; School Counseling; *School Effectiveness; Science Education; Second Language Instruction; Teacher Education Programs; *Teacher Effectiveness; *Teaching Experience; Team Teaching; Technological Literacy
IDENTIFIERS- *Connecticut; *Practitioner Involvement (Research); Teacher Writing

In the spirit of education reform, this collection of 22 essays written by experienced teacher practitioners addresses the needs of Connecticut's teachers for effective schooling: (1) "Rediscovering Waldo: The Search for Meaning in Education Today"; (2) "Neglecting Children: Teaching Art from a Cart"; (3) "Tomorrow's Effective Bilingual Education Teachers"; (4)

Council on Measurement in Education (San Francisco, CA, April 21-23, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; Comparative Testing; *Computer Assisted Testing; Computer Simulation; Equations (Mathematics); Estimation (Mathematics); Item Banks; *Item Response Theory; *Mathematical Models; Test Items; Test Length
IDENTIFIERS- Ability Estimates; *Nominal Response Model; Three Parameter Model

One important and promising application of item response theory (IRT) is computerized adaptive testing (CAT). The implementation of a nominal response model-based CAT (NRCAT) was studied. Item pool characteristics for the NRCAT as well as the comparative performance of the NRCAT and a CAT based on the three-parameter logistic (3PL) model were examined. Ability estimates were generated at test lengths of 10, 15, 20, 25, and 30 items from item pools of 90 items. Abilities were generated for 1,300 examinees in 1 study and for 900 examinees in the other study. Results show that for 2-, 3-, and 4-category items, items with maximum information of at least 0.16 produced reasonably accurate ability estimation for tests with a minimum test length of about 15 to 20 items. Moreover, the NRCAT was able to produce ability estimates comparable to those of the 3PL CAT. Implications of these results were discussed. Eight tables and six graphs illustrate the discussion. (SLD)

ED 352 368 TM 019 166

McManus, Barbara Luger
The Revised SAT's and the ACT's--Are They Really Different?
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; Achievement Tests; *Aptitude Tests; *College Entrance Examinations; Comparative Testing; Educational Change; High Schools; High School Students; *Mathematics Achievement; Scores; *Standardized Tests; Test Bias; *Test Construction; Test Selection; Test Use
IDENTIFIERS- *Enhanced ACT; *Scholastic Aptitude Test; Test Revision

This paper discusses whether or not revisions of the Scholastic Aptitude Test (SAT) and the American College Test (ACT) have created such significant differences between the two tests that a student could conceivably score significantly higher on one than the other. The SAT has been revised to meet the needs of an increasingly diverse student population, and the changes will take effect in 1994. The ACT underwent significant revisions in 1989 and has been renamed the Enhanced ACT Assessment. The SAT is defined as an aptitude test that purports to measure a student's ability to learn. The Enhanced ACT Assessment remains a curriculum-based test that measures academic development in English, mathematics, reading, and science reasoning. Each test claims to be an accurate assessment of student capacity for college-level work. A majority of colleges and universities accept either the SAT or the ACT scores. A review of the characteristics of both tests suggests that a student who is a divergent thinker, an underachiever, a member of a minority group, from a mediocre development. The third presentation looks at learning contracts and covers the best situations for using them, and how to write the contracts. The fourth presentation addresses the use of projects, particularly their use in student centered learning. This discussion details examples of individual projects, the effect on student motivation, and steps to assist in the development of the project. Appendixes contain a planning memo and copies of handouts and overheads used during the colloquium. Also included in the appendixes are a sample of the evaluation survey and results of that survey. (JB)

ED 351 930 HE 025 991

Magidson, David J.
Text and Subtext: The Wayne State University President's Commission on the University and the Schools.
PUB DATE- 28 Jun 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Role; College Presidents; *College School Cooperation; *Communication (Thought Transfer); Demonstration Programs; Elementary Secondary Education; Higher Education; Mission Statements; *Policy Formation; *Politics of Education; Public Schools; School Role; Teacher Characteristics
IDENTIFIERS- *Wayne State University MI

This essay presents an analysis of the work of a President's Commission on the University and Schools at Wayne State University, Michigan, to uncover some of the implicit versus explicit intentions of those involved in the work of the Commission. The Commission had been charged with formulating a policy statement to be used in guiding the development of one or two model public schools in Detroit. An opening section uses a story/parable to explore questions of who is most able to get at and communicate the truth about a situation suggesting that the "experts" often are not the most able people. Three sections discussing the Commission's work follow. The first presents the vision of the ideal school in a mission statement and specific principles of such a school. The second section presents the Commission's vision of the ideally prepared teacher articulated in a mission statement and 18 specific characteristics. The third section looks at the form developed for the collaborative relationship between the university and the school. This section contains the discussion of what the Commission's report means and what its real intent is. A coda section discusses the University president's role in the Commission's work. (JB)

ED 351 931 HE 025 992

Guneratne, Camena
Teaching Law Through Distance: The Sri Lankan Experience.
PUB DATE- 15 Sep 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Design; *Distance Education; Educational History; Evaluation Methods; External Degree Programs; Foreign Countries; Higher Education; *Law Schools; *Law Students; *Legal Education (Professions); Open Universities; Program

and classifying objectives to be measured, ensuring the validity and reliability of the test, and grading in such a way as to arrive at fair grades based on relevant data. The book examines the strengths and weaknesses of many types of tests, including both traditional (multiple-choice, true-false, matching, completion, and essays) and alternative (take-home, open-book, and oral) assessment procedures. For every testing procedure, faculty members are shown how they can write tests that are fairer and more valid and that do a better job of measuring what students learn, thereby improving faculty members' ability to assess learning outcomes. The book reveals how essay tests may often measure only the skill of the grader in assessing what the writer has said, and offers suggestions for improving the instructor's skill in reading essays and scoring them reliably. Additionally discussed are the problem of cheating and ways of dealing with it, as well as the advantages and limitations of using computers for classroom testing. Finally, alternative assessment procedures such as portfolios, journals, and peer testing are described. Contains over 100 references and an index. (GLR)

ED 351 949   HE 026 011

Douglas, Joel M., Ed.
Sexual Harassment, Parts I, II, and III.
PUB DATE- 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Civil Rights Legislation; Colleges; *Employer Employee Relationship; Employment Problems; Federal Legislation; Guidelines; Higher Education; Legal Problems; Personnel Selection; School Personnel; School Policy; *Sex Discrimination; *Sexual Harassment; Universities
IDENTIFIERS- Equal Employment Opportunity Commission; Sexual Attitudes

Three separate newsletter issues examine the issue of sexual harassment on college campuses. Part I contains a general introduction to the topic and two articles. The first of these discusses the definition of sexual harassment by the United States Equal Employment Opportunity Commission (EEOC) and the courts, the EEOC guidelines on conduct of a sexual nature that may constitute sex discrimination in employment, and developing federal and state court standards of legally actionable workplace sexual conduct for both quid pro quo and hostile environment type harassment. A selected bibliography lists 11 references concerning sexual harassment in employment. Part II also contains two articles. The first of these focuses on prevention and detection and urges employers to reduce their risks of being subject to sexual harassment complaints by taking affirmative steps to eliminate sexual harassment at the workplace. The article also discusses the legal requirements for employment policies and procedures that address sexual harassment and gives a point-by-point description of a seven-point program for preventing and detecting such harassment. The second article looks at ways faculty unions can respond to issues of sexual harassment. Part III includes articles on the increasing tort liability associated with sexual harassment complaints and the new legal remedies available to sexual harassment complainants following the recent enactment of the Civil Rights Law of 1991. References accompany most articles. (GLR)

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; *Evaluation Methods; Grade Inflation; *Grading; Higher Education; Questionnaires; Social Work; *Student Evaluation; *Teacher Attitudes; Undergraduate Study
IDENTIFIERS- *Ohio State University; Social Work Educators

A faculty committee was commissioned at Ohio State University's College of Social Work to study that College's grading practices. In fulfilling this charge a survey of the faculty was conducted and the results presented along with a review of useful literature on grading and recommendations for change. The survey of faculty used a questionnaire which sought demographic information as well as information regarding grades and grading practices, grading philosophy, and faculty orientation to learning and grades. Thirty questionnaires were distributed and 18 were returned. Themes that emerged from examination of the responses included a general desire to make grading a useful tool for students, a need for clarity about what grades mean, a concern about grade inflation, and teacher orientation toward learning. Several recommendations are offered including the following: further exploration of the themes raised, further research among the university faculty as a whole, and seminars or other training in grading for new faculty and teaching assistants. Appendixes include a copy of the questionnaire, further discussion of implications concerning grading issues, and results of the literature review which includes 35 references. (JB)

ED 351 969 HE 026 033

Blom, Nancy; Olsen, Tammey
Fall 1992 Enrollments. North Dakota Institutions of Higher Education.
PUB DATE- Nov 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Credits; College Transfer Students; *Enrollment; Enrollment Trends; Full Time Students; *Higher Education; In State Students; Minority Groups; Out of State Students; Part Time Students; School Demography; Sex Differences; Trend Analysis; Veterans
IDENTIFIERS- *North Dakota University System

This publication presents data on enrollment in the North Dakota University System for the fall of 1992. Data were supplied by the institutions of postsecondary education and are presented in 17 tables and two figures. Following a section defining key terms the tables provide information on the following: (1) headcount enrollment; (2) full-time enrollment; (3) total student credit hours of part-time students; (4) full-time equivalent enrollments of part-time students; (5) total of full-time and full-time equivalent of part-time students; (6) full-time equivalent enrollments based on total student credit hours by level of students; (7) nonresident headcount; (8) headcount enrollments by tuition residency status; (9) nonresident headcount; (10) headcount enrollments by county or residence for North Dakota students; (11) total in-state enrollment by county of origin; (12) in-state enrollment by county of origin by institution; (13) headcount enrollments by race; (14) headcount enrollments by citizenship, veteran status, sex, marital status, transfer status and beginning freshmen; (15) total student credit hours by course level; (16) final fall

ED 351 988 HE 026 056

Zikopoulos, Marianthi, Ed.; And Others
Open Doors 1991/92. Report on International Educational Exchange.
SPONS. AGENCY- United States Information Agency, Washington, D. C.
PUB DATE- 92
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Collected Works - Serials (022)
DESCRIPTORS- Colleges; *College Students; Comparative Analysis; *Enrollment; Foreign Countries; *Foreign Students; Geographic Regions; Higher Education; International Educational Exchange; Marital Status; Research; Sex; Statistics; *Student Characteristics; Student Financial Aid; *Student Mobility; *Study Abroad; Units of Study; Universities

This report provides statistical data on 419,600 foreign students from over 200 countries studying at U.S. higher educational institutions. The report identifies trends in student mobility and migration, national origin, sources of financial support, fields of study, enrollments, and rates of growth. The book's extensive tables and analyses are organized into six parts. Part I explores the nature of student migration throughout the world, based on data collected by Unesco published in Unesco's Statistical Yearbook 1991 or obtained directly from major countries. Part II provides specific data on foreign students in the United States, their geographic origin, their academic interests, personal characteristics, and dispersion throughout institutions in the U.S. Part III presents separate profiles of foreign undergraduate and graduate students, examines the geographic origins of students at each level, and analyzes other characteristics of graduate and undergraduate foreign students, such as their primary funding source, gender, marital and enrollment status, and immigration status or visa type. Part IV presents survey findings of the number of non-immigrant foreign students enrolled in intensive English language programs. Part V provides statistical data on student mobility from the United States to other countries, and Part VI presents estimated cost-of-living expenditures by foreign students in the United States. Appendices provide detailed supplementary data including annual censuses of foreign students by institution and numbers enrolled in intensive English language programs by institution. (GLR)

ED 351 989 HE 026 057

Hickson, Mark, III, Ed.; Stacks, Don W.
Effective Communication for Academic Chairs. SUNY Series in Speech Communication.
PUB DATE- 2 May 92
NOTE- 231p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Administrator Role; Budgeting; College Administration; College Faculty; Colleges; *Collegiality; *Communication Skills; *Department Heads; Departments; Grievance Procedures; Higher Education; *Interprofessional Relationship; Job Performance; Professors; Teacher Evaluation;

(Thought Transfer); Delivery Systems; *Distance Education; Educational Change; Educational Policy; *Educational Research; Educational Technology; Higher Education; *Instructional Design; Instructional Innovation; *Interaction; *Research Needs; Student Characteristics; Telecommunications

The second symposium met to continue the process of building the network of scholars and the climate of cooperation and communication necessary for the further development of distance education that was begun with the first symposium, which was held in 1988. The program consisted of prepared papers and informal small-group discussions of four basic topics: learning and characteristics of learners; course design and communication; instruction and learner support; and theory, policy, and management. The first of five parts of this report presents introductory materials, including background information and summaries of the purpose, procedures, and outcomes of the meeting. The second part summarizes discussions of how research could be implemented on one question from each of the four basic topics: (1) What is the role of learner conation (striving) in distance education? (2) What are the roles and functions of learning designers in helping faculty move from traditional implementations of course design to more innovative implementations? (3) How can we classify and understand the extent and nature of interaction (student/student; student/faculty; etc.); student perceptions of interaction; interaction in teaching; and the skills required of the facilitator of interaction? and (4) What do distance education leaders do and how does institutional context influence leadership development? One participant (Peter Dirr) synthesizes the research questions generated in the final session of the symposium in the third part. In the fourth part, Melody M. Thompson presents abstracts of 34 papers prepared for the symposium, and appended materials make up the fifth part. These include a list of the participants, the program, a report on the plenary session, and the results of a poll of the 42 participants on their ranking of important research topics. (ALF)

ED 352 007 IR 015 836

Kieras, David E.
Semantics-Based Reference Resolution in Technical Text Processing: An Exploration of Using the WordNet Database in the Computerized Comprehensibility System.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- 30 Aug 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Artificial Intelligence; *Computer Software Development; *Computer System Design; Databases; Editing; Expert Systems; Proofreading; *Technical Writing; *Word Processing; Writing (Composition)
IDENTIFIERS- *Automated Copy Editing; Machine Learning; *Word Net Database

The Computerized Comprehensibility System (CCS) provides an automated copy editing function, generating a mark-up of a draft of a technical document by simulating the simpler comprehension processes of a human reader, and then criticizing the text when these simple processes cannot successfully comprehend the material. A key CCS function is criticizing the coherence of the material by tracking which objects are the Social Sciences; WordPerfect

Intended for classroom use only, these unpublished notes contain computer lessons on descriptive statistics with files previously created in WordPerfect 4.2 and Lotus 1-2-3 Version 1.A for the IBM PC . The statistical measures covered include Student's t-test with two independent samples; Student's t-test with a paired sample; Chi-square analysis; Pearson's product moment coefficient of correlation; One-way analysis of variance, with Tukey mean comparison; Two-way analysis of variance; Using PLOT and HISTOGRAM to display data; Simple linear regression; and Using SELECT IF, COMPUTE, and IF to calculate descriptive statistics. (ALF)

ED 352 026 IR 015 864

MacFarland, Thomas W.
Statistics: Notes and Examples. Study Guide for the Doctor of Arts in Computer-Based Learning.
PUB DATE- 89
NOTE- 100p.; Document text is entirely in handwritten script.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Analysis of Variance; Chi Square; *Computer Oriented Programs; *Computer Science Education; Correlation; Graduate Study; Higher Education; *Statistical Analysis; Statistical Significance; *Statistics; Study Guides

This study guide presents lessons on hand calculating various statistics: Central Tendency and Dispersion; Tips on Data Presentation; Two-Tailed and One-Tailed Tests of Significance; Error Types; Standard Scores; Non-Parametric Tests such as Chi-square, Spearman Rho, Sign Test, Wilcoxon Matched Pairs, Mann-Whitney U, Kruskal-Wallis, and Rank Sums; and Parametric Tests such as correlation and regression, student's t-test, analysis of variance: simple ratio, one-way, and two-way, and tips on using ANOVA and the F-test. (ALF)

ED 352 027 IR 015 865

MacFarland, Thomas W.; Hou, Cheng-I
A Tutorial for SPSS/PC Studentware. Study Guide for the Doctor of Arts in Computer-Based Learning.
PUB DATE- Oct 89
NOTE- 29p.; For related materials, see IR 015 861-866.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Analysis of Variance; Chi Square; *Computer Assisted Instruction; *Computer Science Education; *Computer Software; Correlation; Higher Education; Microcomputers; *Statistical Analysis; *Statistics; Study Guides
IDENTIFIERS- *IBM PC Plus; *Statistical Package for the Social Sciences

The purpose of this tutorial is to provide the basic information needed for success with SPSS/PC Studentware, a student version of the statistical analysis software offered by SPSS, Inc., for the IBM PC and compatible computers. It is intended as a convenient summary of how to organize and conduct the most common computer-based statistical analyses. Students experienced with DOS-based personal computers will be familiar with the procedures presented in this tutorial; however, all DOS commands needed for successful use of SPSS/PC Studentware on meeting accreditation standards; starting Friends of the Library and Young Adult Literature groups; developing a program of student media tutors to work with peers; seeking private funding for needed improvements; and developing a long range plan. Results included the creation a multimedia room; funding for an online satellite disc; funding of a feasibility study to generate more media space; improvements in print, nonprint, and microfiche materials; acquisition of an Infotrac unit, three microcomputers, and a laser disc in the media center; a complete reorganization of the media administrative structure; and an increase in the number of users. (Contains 22 references.) (Author/KRN)

ED 352 044   IR 054 266

Schwier, Richard A.
A Taxonomy of Interaction for Instructional Multimedia.
PUB DATE- 28 Sep 92
NOTE- 13p.; Paper presented at the Annual Conference of the Association for Media and Technology in Education in Canada (Vancouver, British Columbia, Canada, June 13-17, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Intelligence; *Classification; *Cognitive Processes; *Instructional Design; *Interaction; Interactive Video; Learner Controlled Instruction; Learning Strategies; *Man Machine Systems; *Multimedia Instruction
IDENTIFIERS- Virtual Reality

This paper rejects the hardware-based "levels of interaction" made popular in interactive video literature to describe human-machine interaction in favor of a new taxonomy of learner-media interaction based on the type of cognitive engagement experienced by learners. Interaction can be described on three levels, based on the quality of the interaction. A reactive interaction is a response to presented stimuli, such as an answer to a specific question. Proactive interaction emphasizes learner construction and generative activity. The learner goes beyond selecting or responding to existing structures and begins to generate unique constructions and elaborations beyond designer-imposed rules. Mutual interaction is characterized by artificial intelligence or virtual reality designs in which the learner and system are mutually adaptive, each capable of changing based on encounters with the other. Reactive, proactive, and mutual interactivity can be described at five functional levels: confirmation, pacing, navigation, inquiry, and elaboration. The transactions (mechanics of how interaction is accomplished) can also be described in terms of their functions and levels of interactivity. Although several transactions can be employed at all levels of interaction, as interaction reaches for higher levels of engagement with learners, generative transactions are required. One of the major implications this taxonomy carries for instructional design relates to learner control. As levels of interaction are ascended by the instructional developer and reflected in the design of interaction, the amount of control abdicated to the learner changes. At the reactive level, the instructional developer retains almost complete control over the content, its presentation, sequence, and level of practice. While research in the area of learner control is relatively new, some tentative advice is available from the literature. Inherent in this emerging literature is the concept of learner control, an

Carter, Yvonne B.
Directory of Library Research and Demonstration Projects 1976-1986. Abstracts of Funded Projects. Higher Education Act Title II-B.
PUB DATE- Oct 92
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; Cultural Pluralism; Directories; Disabilities; Federal Government; *Grants; *Information Needs; *Information Science; *Information Services; Instructional Development; *Library Research; Library Science; Longitudinal Studies; National Programs; Racial Factors; *Research Projects; Social Influences; Technology
IDENTIFIERS- *Higher Education Act Title II B 1976

This directory provides a chronological and analytical history of the library and information science research projects funded by the Higher Education Act (HEA) Title II-B, Research and Demonstration Program, from 1976 through 1986. It is noted that this program authorizes grants and contracts to institutions of higher education and other public and private agencies to support research and/or demonstrations for the improvement of library and information science and for the dissemination of information derived from such programs. During the early years, the principal goal was general research support with some emphasis on technology; program emphasis shifted during the 1970s to include education for the handicapped, innovation and pluralism in education, career education development, and elimination of racial, ethnic, and cultural barriers to education. In response to these concerns, the library research program took cognizance of social issues in attempts to (1) determine the needs and requirements of Americans who may not have access to adequate library and information services, and (2) to mobilize total community resources to improve the quality of life for the general public. This report provides a project record for each of the 93 projects funded by HEA Title II-B, R and D, over the 10-year period. Each record contains the institution and its address, principal investigator, contract or grant number, dollar value, the Educational Resources Information Center (ERIC) number if available, an abstract, and a list of descriptors. (The reports and publications are not available from the U.S. Department of Education). The projects are listed in chronological order, and the indexes provide access to the project descriptions via four categories: Subjects (Descriptors), Titles, Institutions (performing organizations), and Principal Investigators. In addition, three statistical appendices provide information relating to the annual funding level of the entire program, types of performing organizations funded, and major subject areas funded. (ALF)

ED 352 064 IR 054 357

READiscover Kentucky: A Children's Services Manual.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 398p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

College Students

Community colleges (CC's) are institutions using postsecondary instruction adapted in context, level, and schedule, to the needs of the community in which they are located, offering programs intended for normal completion over a two-year, full-time equivalent period, and usually offering a comprehensive curriculum with transfer, career, and compensatory elements along with general and adult education components. Two-year technical colleges (TC's), unlike vocational colleges which provide preparation for occupations, are postsecondary schools offering training in the application of technologies at a level between skilled trades and professions (e.g., data processing, and mechanical engineering). TC's fall into one of four categories: technical campuses of multi-campus CC systems; state administered two-year institutions; two-year proprietary institutions; and non-publicly funded, non-profit institutions. Drawing on these two definitions throughout, this 12-part report details the characteristics of the two types of institutions. After an introduction that includes the definitions, the following sections examine the CC's and TC's separately: (1) history; (2) institutional philosophy and related characteristics; (3) governance and administration; (4) finance; (5) student body characteristics; (6) the role of adult educators; (7) curriculum and methodology; (8) body of knowledge taught; (9) demographic trends; and (10) new issues facing the institutions. A brief conclusion underscores the importance of both types of institutions to the nation. A 64-item bibliography is included. (PAA)

ED 352 081 JC 920 597

Kapraun, E. Daniel; Heard, Don A.
Financing Community Colleges: Threats and Opportunities.
PUB DATE- 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Budgeting; Community Colleges; Costs; *Educational Finance; Educational Planning; Expenditures; *Financial Needs; *Financial Problems; Financial Support; *Fund Raising; Income; Private Financial Support; School Accounting; *School Funds; School Support; Two Year Colleges

Today many community colleges are faced with a multitude of financial problems that threaten the stability of their educational and operational programs. These problems include decreases in funding, rising costs, outdated funding formulas, and volatile enrollment patterns. The extent to which individual community college leaders understand these financial problems and develop appropriate responses will, in large part, determine their institution's ability to maintain the quality of its existing programs, expand into promising new educational areas, and continue an open door policy that ensures that the college's services are available to everyone who has an interest. One method to combat these problems is to identify and develop new sources of revenue. The most promising of such methods are establishing foundations; accessioning non-cash donations including equipment, facilities, and services; auxiliary enterprises such as bookstores, dining halls, and print shops; grant projects; contract training; and investment strategies. Another method involves utilizing strategies to control and reduce costs, which often requires a reevaluation of budgeting practices. A third avenue involves the

Following a brief preface, the first section, "The College Advisor," presents: (1) "What You Need To Know about Community Colleges," by David R. Pierce, which explains what community colleges have to offer; (2) "Fifteen Frequently Asked Questions about Transferring"; (3) "Returning to School: A Guide for Adult Students"; (4) "Understanding Financial Aid"; (5) "Taking Standardized Tests"; (6) "Looking at Majors and Careers"; and (7) "How To Use the College Indexes and Profiles." The second section, "College Indexes," features a state-by-state table of vital statistics (e.g., degrees awarded; type of institutional control; make-up of student body; fall 1991 enrollment; percentage of students attending part-time, receiving financial aid, over 24 years of age, retained past their freshman year, and going on to a four-year campus; entrance requirements; and available services). In addition, indexes of majors for both two- and four-year college associate degree programs are provided. The third section highlights institutional changes since the 1992 edition. The fourth section lists colleges alphabetically and provides profiles of aspects of college life from admission to graduation, including information on computer facilities. In-depth descriptions of selected colleges are provided in the next section. The final section provides a state-by-state institutional index. (MAB)

ED 352 098 JC 930 019

Roueche, Suanne D., Ed.
Innovation Abstracts; Volume XIV, 1992.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.; Richardson (Sid W.) Foundation, Fort Worth, Tex.
PUB DATE- 92
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *College Instruction; Community Colleges; *Faculty Development; Instructional Development; *Instructional Improvement; *Instructional Innovation; Learning Strategies; Self Esteem; Student Attitudes; Study Skills; *Teacher Effectiveness; Teaching Methods; Two Year Colleges; Writing Instruction

This series of 30 one- to two-page abstracts covering 1992 highlights a variety of innovative approaches to teaching and learning in the community college. Topics covered in the abstracts include: (1) faculty recognition and orientation; (2) the Amado M. Pena, Jr., Scholarship Program; (3) innovative teaching techniques, with individual abstracts focusing on instruction in English, mathematics, economics, nursing, computer education, and science; (4) study and test preparation tips for students; (5) alternative evaluation methods; (6) an international visitor program; (7) cultural diversity and multicultural education; (8) the National Institute for Staff and Organizational Development conference results; (9) the role of writing in different disciplines; (10) building student self-esteem in the classroom; (11) the role of student as teacher; (12) the "Course Selection System"; (13) instructor and student goals; (14) poetry writing in English classes; (15) using newspapers in the classroom; (16) measuring student and institutional effectiveness; (17) law enforcement and security simulations; (18) student retention; (19) teacher student relationships; (20) political correctness in science instruction; (21) desk top publishing in education; (22)

Child Care Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Ancillary School Services; Elementary Education; *Needs Assessment; Principals; *School Age Day Care; *Suburban Schools; Superintendents; Surveys
IDENTIFIERS- Pennsylvania

In an effort to develop programs to meet school-age child care needs in southeastern Pennsylvania, a study was conducted to identify issues and needs as perceived by public school officials in the region. Superintendents and elementary school principals from 61 suburban school districts were surveyed, and 170, or 51 percent, responded. A total of 99 percent of the respondents felt that elementary school students should be supervised before and after school hours, and 86 percent perceived growth in the number of unsupervised children. Results also showed that 73 percent thought that school facilities should be used to provide school-age child care services, and 85 percent felt that school-based programs should be operated by nonschool groups in collaboration with the schools. Parents were cited most frequently (by 25% of the respondents) as being responsible for paying for child care services. Costs and lack of space were the most frequently cited barriers to school-age child care services. Of the 61 districts, 46 indicated that programs in their community served their students. Transportation to community-based programs was provided by 22 districts. In the 19 districts that had programs located in their schools, only 2 programs were operated by the schools themselves. Most programs were supported by parent fees ranging from $10 to $36 weekly for before- or after-school care only, and from $12 to $108 weekly for both before- and after-school care. Responses by county are detailed. (AC)

ED 352 116 PS 020 800

Mintzer, Janet L.
Addressing the Need for School Age Child Care: A Guide for Philadelphia Elementary School Principals.
SPONS. AGENCY- Pennsylvania State Dept. of Public Welfare, Harrisburg.
PUB DATE- May 91
NOTE- 18p.; Project was funded by the Southeastern School Age Child Care Project. Funding also provided by the Montgomery County Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Guides; Community Surveys; *Cooperative Programs; Elementary Education; Elementary Schools; *Needs Assessment; Principals; *Private Sector; Program Development; *Program Proposals; Questionnaires; *School Age Day Care
IDENTIFIERS- *Philadelphia School District PA; *Requests for Proposals

The Delaware Valley Child Care Council (DVCCC) developed this booklet to help Philadelphia school principals plan and develop privately run after-school centers in their schools. First, an executive summary documents the need for school-age day care nationwide and in the Philadelphia area. Section I offers covering various content areas: (1) developmentally appropriate practice and curriculum; (2) family involvement and family systems; (3) observation and assessment; (4) language and culture; and (5) community collaboration. Of the 2,136 questionnaires returned for this study, 2,066 were analyzed. Results were analyzed according to region, job (teachers, administrators, and support staff), and program type. Results showed that the language and culture category was of most interest to respondents, and that scores concerning gaps in knowledge in subcategories in this section were the highest for each region and program. Recommendations for staff development and professional growth programs are offered. (MM)

ED 352 135 PS 020 901

Early Childhood Combination Program: Administrative Guidelines.
PUB DATE- Oct 92
NOTE- 40p.; Appendix B may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; *Educational Cooperation; Financial Support; Parent Participation; Preschool Children; Program Administration; *Program Costs; Program Design; Program Development; Public Schools; *School Administration; *School District Spending; Special Education
IDENTIFIERS- *Early Childhood Combination Program NE; Education Consolidation Improvement Act Chapter 1; Financial Planning; *Integrated Services; Nebraska; OMB Circular A 87; Project Head Start

Developed by the Nebraska Department of Education, this guide provides information for designing the Early Childhood Combination Program, a program that allows school districts to combine programs and use multiple sources of funding. The guide covers the following areas: (1) planning; (2) program design; (3) certification of staff; (4) participants in the program; (5) allowable costs and sources of funding; (6) procedures; (7) the due date for application; and (8) additional resources. Appendixes include sample proposal forms and guidelines for support of salaries and related costs under programs of the United States Department of Education for entities governed by the Office of Management and Budget (OMB) Circular A-87. (MM)

ED 352 136 PS 020 907

Adopt-a-Grandchild Program: Volunteer Handbook.
PUB DATE- Oct 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *At Risk Persons; *Children; Child Welfare; Community Influence; *Grandparents; *Intergenerational Programs; *Older Adults; Program Descriptions; Recreational Activities; Volunteers; *Volunteer Training
IDENTIFIERS- *Adopt a Grandchild Program FL; Adult Child Relationship

Developed by the Gulf Coast Jewish Family Service, this handbook

Assessment

Developed for the Basic Skills Testing Program (BSTP) in New South Wales, Australia, this teacher's manual describes the Green Series 6 of the ACER (Australian Council for Educational Research) Tests of Basic Skills. The two tests in this series, Aspects of Literacy and Aspects of Numeracy, were administered statewide by government school classroom teachers in June, 1990 to a population of 55,000 Year 6 students. In this manual, a discussion of the rationale behind the test and an overview of the tests is followed by descriptions of procedures for administering the tests and a detailed description of how to analyze the results. Appendixes include descriptions of students who fall into particular score ranges and bands of skills, diagnostic map charts, group analysis charts, and answers for the tests. Sample copies of the Aspects of Literacy and Aspects of Numeracy test books and "The Planet Magazine" are included. (MM)

ED 352 155 PS 020 941

It's Elementary! Elementary Grades Task Force Report.
PUB DATE- 92
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Thinking; *Curriculum Development; Educational Assessment; *Educational Improvement; Educational Theories; *Elementary Education; Excellence in Education; Faculty Development; School Community Relationship; Student Needs; Teacher Administrator Relationship; *Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- *Curriculum Implementation; Learning Environment

This report is intended to assist teachers, administrators, parents, and community leaders in achieving excellence in California's public elementary education. The report is also designed to help teachers and administrators engage elementary school students in a thinking curriculum that immerses students in a rich learning environment that recognizes and celebrates the unique background and experiences each student brings to the classroom. Following an introduction that outlines its purpose, the report is divided into seven chapters, each of which contains recommendations supported by a discussion, excerpts from key writings, and a listing of sources of additional information. The first chapter includes a detailed discussion of current learning theory and its implications for elementary instruction on a subject-by-subject basis. One recommendation is included. The second chapter, which deals with practical strategies for implementing a rigorous curriculum, contains recommendations 2 through 15. Chapter 3 concerns ways to connect classroom teachers to the larger professional issues in elementary education and consists chiefly of recommendations 16 through 20. Ways in which California's new elementary grades assessment program can be used to spur curriculum reform are described in recommendations 21-24 contained in the fourth chapter. The fifth chapter outlines ways to help families and children build emotional bonds to the school as detailed in recommendations 25-29. Students' physical and emotional needs are addressed in the sixth chapter, which presents one recommendation, and the final chapter (ending with recommendations 31 and 32), describes

Szanton, Eleanor Stokes; And Others
Heart Start: The Emotional Foundations of School Readiness.
SPONS. AGENCY- AT&T Foundation, New York, NY.; Metropolitan Life Foundation.
PUB DATE- 92
NOTE- 57p.; Foreword by Ernest L. Boyer. Preface by T. Berry Brazelton. Separately printed four-page "Executive Summary" and eight-page "Five Vignettes" bound in. Funding also provided by Johnson and Johnson Consumer Products, Inc. and Pittway Corporate Charitable Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Caregivers; Child Development; *Childhood Needs; Child Rearing; Cognitive Development; Day Care; Emotional Adjustment; *Emotional Development; Environmental Influences; *Health Promotion; Learning Readiness; *Need Gratification; Preschool Education; *School Readiness; Security (Psychology); Self Concept; *Young Children
IDENTIFIERS- *Heart Start; Zero to Three

This publication is part of a package of three booklets that synthesize current knowledge about the preconditions for learning in children and discuss ways of fostering these conditions. (The other two booklets are an executive summary of this report and a collection of five vignettes on services for infants, toddlers, and families). This report is based on the premise that children's expectations and attitudes are formed in the first months and years of their lives. Parents need to understand how they can promote in their children certain characteristics that are related to learning in school. These characteristics are: (1) confidence; (2) curiosity; (3) intentionality; (4) self-control; (5) relatedness; (6) capacity to communicate; and (7) cooperativeness. To develop these characteristics, four kinds of needs must be met. First, the need for good physical health is met by providing affordable and accessible health care; tracking children through the health care system; and making child care a health resource. Second, children should be assured of time for unhurried caring from parents and family members, and stability of child care providers over time. Responsive caregiving from parents and child care providers is a third need of all children. Fourth, meeting children's need for safe and supportive environments requires an adequate standard of living for children's families and adequate space in child care settings. In addition to these needs, some children have special needs for themselves and their families that must be met. Recommendations for serving these needs of children are summarized in a chart that describes the responsibility of federal, state, and local governments, and of corporate sources, in serving these needs. Numerous endnotes are included. (SLD)

ED 352 172 PS 020 968

Sears, Nedra C.; Medearis, Linda
Natural Math: A Progress Report on Implementation of a Family Involvement Project for Early Childhood Mathematics among Children of the Oklahoma Seminole Head Start and Boley Head Start.
SPONS. AGENCY- Oklahoma State Regents for Higher Education, Oklahoma City.
PUB DATE- Oct 92
NOTE- 48p.; Paper presented at the Meeting of the Rocky Mountain Research Association (Stillwater, OK, October 1992).

(2) build an infrastructure between children and educators based upon computer communication and electronic mail; (3) develop children's social competence; (4) promote equal opportunities for boys and girls, and for children from lower and upper social classes; and (5) increase educators' knowledge about computers as an educational tool. Children responded to two questionnaires, one at the beginning and one at the end of the school year, about their family's socioeconomic status and their interaction with computers and other electronic technology. Results indicated that, although children from lower-class backgrounds had more access to cable television, video cassette recorders, and television game systems than did children from upper-class backgrounds, children from upper-class backgrounds were twice as likely as children from lower-class background to have access to a computer at home. It was also found that girls had a somewhat higher interest in computers, and used them more often, than boys did. (MDM)

ED 352 190 PS 020 995

Promoting Nebraska's Future. National Education Goal 1: By the Year 2000 All Children in America Will Start School Ready To Learn. A Primer for Community Level Planning Groups.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Community Programs; Delivery Systems; Early Childhood Education; *Early Intervention; *Learning Readiness; Public Policy; *School Readiness; Social Services; State Agencies; *State Programs; Statewide Planning; *Young Children
IDENTIFIERS- *National Education Goals 1990; *Nebraska

This booklet emphasizes the importance of National Education Goal 1, which states that all children should be ready to learn when they start school. The booklet also explains the educational and social effects that early childhood programs can have on young children, and shows how the Nebraska State Board of Education, citizen groups, and school districts have responded to National Education Goal 1 in Nebraska. Nine projects that involve collaborative efforts between school districts, social service agencies, and private corporations are highlighted. These projects are examples of effective ways for communities to respond to National Educational Goal 1. It is recommended that communities provide comprehensive support for young children from birth through age 4, and that they improve support for young children and families in public school. A Community Report Card checklist is provided for individuals or community planning groups to rate their own community's performance in relation to certain key indicators of school readiness, such as access to high-quality early child care and education, parent education and involvement, and health and nutrition. (MDM)

ED 352 191 PS 020 999

Eyken, Willem van der
Introducing Evaluation: A Practical Introduction to Evaluation in Early Childhood Projects.
PUB DATE- 92

(055)
DESCRIPTORS- *Body Weight; *Child Health; Children; *Eating Habits; *Food; *Health; Meat; *Nutrition; Nutrition Instruction; Parent Child Relationship; Physical Activities
IDENTIFIERS- Breads; Dairy Products; *Food Preparation; Food Selection; Fruits; Meal Patterns; Snacks; Vegetables

These two publications offer parents information on food choices for children and children's weight. The first publication is a guide that lists, for each of the five food groups, which foods should be eaten often, sometimes, or rarely in order to maintain good health. The food groups are: (1) milk and milk products; (2) meats, poultry, fish, eggs, beans, and nuts; (3) fruits and vegetables; (4) breads and cereals; and (5) sweets, fats, and snack foods. The guide also provides suggestions for preparing foods in ways that reduce fat in the diet. The second guide briefly lists eight practices that parents can undertake, and eight practices that parents should avoid, in their efforts to prevent their children from developing weight problems or to help their children grow into their natural weight. The practices relate to parental affection, eating habits, and physical activity. (BC)

ED 352 211 PS 021 074

Stowers, Mary M.
Increasing Personal Efficacy of Parents, Guardians, and Caregivers of Preschool Children through Empowerment Activities.
PUB DATE- 92
NOTE- 88p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; *Locus of Control; *Parent Child Relationship; Parent Education; Parent Materials; *Parents; *Personal Autonomy; Preschool Children; Preschool Education; Questionnaires; *Self Efficacy
IDENTIFIERS- Emotions; Nurturance; *Parent Empowerment; Parenting Styles

This practicum paper describes an intervention to help parents increase their sense of empowerment. Expected outcomes of the intervention were that parents would: (1) increase their knowledge of concepts related to empowerment, such as control and nurturance; (2) experience a shift from an external to an internal locus of control; (3) observe an increase in autonomy in their children; and (4) decrease their need to control their children. The intervention consisted of a training session at which information on decision making, control, nurturance, and empowerment was presented. After the session, activity sheets were sent on a weekly basis to parents. These sheets described activities, such as affirming positive feelings and setting goals, that foster the development of a sense of empowerment. The intervention concluded with an interview of the parents. Outcomes were measured by 10-item pre- and post-tests, a checklist of beliefs about external or internal control, an autonomy scale for children, and a survey of attitudes toward children. Results of these measures indicated that none of the four expected outcomes was met. However, parents reported some worthwhile outcomes of the intervention. A 21-item reference list is provided. Appendices include copies of the measures used to assess the results of the intervention and copies of the activity sheets used during the intervention. (BC)

ED 352 212 PS 021 075

camp activities should have a focus on the relationship between various challenge and skill levels. (LP)

ED 352 230 RC 018 880

Gillis, H. L.; And Others
A Psychological Rationale for Adventure Therapy with Hospitalized Adolescents.
PUB DATE- 92
NOTE- 5p.; In: Henderson, Karla A., Ed. Coalition for Education in the Outdoors. Research Symposium Proceedings (Bradford Woods, IN, January 17-19, 1992); see RC 018 876.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability Identification; *Abstract Reasoning; *Adolescents; *Adventure Education; *Intelligence Tests; Outdoor Education; Psychiatric Services; *Psychotherapy; *Verbal Ability
IDENTIFIERS- *Wechsler Intelligence Scale for Children (Revised)

The purpose of this study was to examine the Wechsler Intelligence Scale for Children-Revised (WISC-R) profiles of two treatment populations and present a theoretical rationale for using adventure therapy. Data for the first group were obtained from the psychological testing records of 150 randomly selected inpatients (81 males, 69 females) treated on a 20-bed adolescent unit of a private psychiatric hospital during a 3-year period. Data from the second group were obtained from 47 participants (36 males, 9 females) in an adventure-based residential treatment facility. The ages of both groups ranged from 12 to 17 years. The results with WISC-R subscales indicate that both groups of adolescents demonstrated relative strengths in verbal concept formation and information processing. Relative weaknesses for both groups included their learning ability and knowledge related to academic scholarship and their ability to provide answers to given social situations. The data suggests that both groups of adolescents were poorly equipped to deal with verbally-mediated attempts to develop insights, to self-reflect or to consider the perspective of others. This study suggests that traditional insight-oriented intervention strategies are perhaps "going against the grain" of the adolescent's intellectual structure and may lead to increased feelings of frustration, inferiority, and disappointment for both therapist and adolescent. The data from this study support using an experientially-based therapy approach such as adventure therapy, as a primary therapeutic treatment for adolescents similar to those in this study. (LP)

ED 352 231 RC 018 881

Young, Anderson B.; Ewert, Alan
Fear in Outdoor Education: The Influence of Gender and Program.
PUB DATE- 92
NOTE- 10p.; In: Henderson, Karla A., Ed. Coalition for Education in the Outdoors. Research Symposium Proceedings (Bradford Woods, IN, January 17-19, 1992); see RC 018 876.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Measures; Anxiety; *College Students; *Fear; Higher Education; *Outdoor Education; Program Evaluation; Psychological Patterns; *Sex Differences
IDENTIFIERS- Situational Fear Inventory; *Social Anxiety

The purpose of this study was to identify and measure the

Educational Policy; Elementary Secondary Education; *Equal Education; *Federal Aid; Federal Indian Relationship; Federal Legislation; *Parent Participation; Reservation American Indians; *School Districts; Tribes
IDENTIFIERS- *Impact Aid

Created in 1950, the Impact Aid program provides financial assistance to local education agencies (LEAs) in areas affected by federal activity. The program gives a direct general aid payment to LEAs that: (1) have lost local revenue as a result of land purchases by the federal government; (2) provide education to children who reside on federal property or whose parents work on federal property; or (3) have experienced a sudden, substantial increase in enrollment due to federal activities. LEAs may receive an additional entitlement based on the number of children residing on Indian lands. However, such LEAs must involve tribal officials and parents of Indian children residing on Indian lands in the education program. This involvement must include: parental and tribal comment on the extent to which Indian children participate on an equal basis in the education program; dissemination of information to parents and tribal officials on the Impact Aid program and on LEA plans to initiate or eliminate educational programs; and active consultation between the LEA and parents and officials in the planning and development of educational programs funded by Impact Aid. This booklet lists tribal and parent responsibilities to the LEA and minimum regulatory standards for LEA Indian policies and procedures. (SV)

ED 352 249 SE 052 525

Wineke, William R.; Certain, Phillip
The Freshman Year in Science and Engineering: Old Problems, New Perspectives for Research Universities. Report of a Conference (Ann Arbor, Michigan, April 6-7, 1990).
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 90
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Faculty; *College Freshmen; *College Science; Educational Change; Higher Education; Integrated Curriculum; Literature Reviews; *Research Universities; Science Curriculum; *Science Education; Science Instruction; *Undergraduate Study

The goal of the conference reported in this document was to initiate major revitalization of freshman science by bringing together individuals who have been working to improve introductory courses with research faculty who may or may not have been actively involved in the teaching of these courses. This report tries to capture the spirit and the commitment to action which developed at the conference. The following are some points that emerged as a consensus of the participants: (1) science education is such an important national problem that research universities must give it a high priority; (2) science education should accommodate itself to the students and not vice versa; (3) there is notable success and tremendous promise in the undergraduate and outreach programs at research universities, but the success needs to be communicated and moved from the "pilot plant" to the "full production" mode; (4) the walls of the university should come down in order to broaden access and to draw upon the resources of the K-12 system, industry, and the public; (5) the walls between the disciplines should come down to enhance collaboration on the

IDENTIFIERS- *Precocious Learners

The career aspirations and the factors influencing career decisions were investigated for a group of extremely precocious females to determine why some enter math/science careers and others do not. Using the multiple-case study approach, 15 mathematically precocious females' career paths were characterized. These females had scored before age 13 at least 700 on the Scholastic Aptitude Test-Mathematics (SAT-M) (frequency top 1 in 60,000). Questionnaires completed at age 13, in 8th grade, and after high school graduation were used; in-depth telephone interviews at 19 to 21 years provided further data. Extremely mathematically precocious females have focused career goals by age 18; two-thirds had entered math/science fields by age 19-21. These math talented females viewed their career choice as a reflection of interests which stemmed form early family influences and educational opportunities. (Author)

ED 352 268 SE 053 400

Improving the Math and Science Curriculum: Choices for State Policymasters. Report on the Secretary's Conference on Improving Mathematics and Science Education, December 1991.
PUB DATE- Oct 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Curriculum Development; Educational Change; *Educational Objectives; Elementary Secondary Education; *Excellence in Education; Instructional Improvement; Mathematics Achievement; *Mathematics Curriculum; Mathematics Education; *Science Curriculum; Science Education; State Curriculum Guides; State Departments of Education; State Standards
IDENTIFIERS- Curriculum Standards; *National Education Goals 1990; Science Achievement

In December 1991, the first of a series of Secretary's Conferences on Improving Mathematics and Science Education was held in Washington, D.C., to discuss methods of attaining the fourth National Education Goal of being the world leader in mathematics and science education by the year 2000 as set by President Bush and the nation's governors. More than 250 state policymakers and representatives of national policymaking groups, the business community, and the federal government participated in the conference. This document reports the educational issues, key policy questions, and concrete ideas that state leaders can use to reform mathematics and science curricula. Following a foreword and an executive summary, the report is divided into seven sections. The first section identifies four areas that can be affected by state leadership and reports opening remarks made to the conference by Secretary of Education Lamar Alexander. The second and third sections identify and define what "world class standards" of education means, citing results from the National Assessment of Educational Progress (NAEP) for mathematics and science achievement and reporting remarks by the National Science Foundation Director, Walter Massey. The fourth section shares the responses to the challenge to be first made by the states of New Jersey, Vermont, and California and reports the results of panel discussions on state curriculum standards and frameworks. The fifth section describes resources available to state policymakers to help develop strategies for curriculum reform. The sixth section reports the recommendations made by

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Development; Educational Research; Elementary Secondary Education; *Factor Analysis; Global Approach; *International Studies; Item Analysis; Questionnaires; *Surveys; *Teacher Attitudes
IDENTIFIERS- *Global Education; Texas

This paper discusses a survey instrument that was developed to measure educators' receptivity to the inclusion of elements of global education in the curriculum. The instrument was designed to elicit attitudinal responses. Responses were measured using a six point, strongly-agree-to-strongly-disagree, Likert type scale. A random sample of K-12 teachers, principals, and curriculum coordinators in Texas was selected for the survey; a total of 436 responses were received. A factor analysis was conducted in order to explore any interrelated dimensions within the instrument. The factor analysis data is presented in table form and items that were designated under each of the four independent dimensions revealed by the factor analysis are identified. The survey instrument is appended. (DB)

ED 352 291 SO 022 328

Oderman, Dale B.
The Basic Epistemological Questions--Are There Also Valid Answers?
PUB DATE- 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Biblical Literature; Christianity; Educational Philosophy; *Educational Responsibility; Educational Theories; *Epistemology; Human Dignity; Judaism; *Philosophy; Religion; Religion Studies
IDENTIFIERS- Empiricism; Pragmatism; Rationalism; *Truth

Epistemology is the branch of philosophy that seeks answers to two main questions: How do we know? and How do we know we know? This paper is concerned with how four major schools of thought have addressed these questions and the implications that their answers to these questions have for education. The paper begins by discussing how four major schools of thought -- rationalism, empiricism, pragmatism, and Judeo-Christian religion -- have sought to answer questions about the foundations of knowledge. The answers each of these schools offer to epistemological questions are limited. As an alternative, the study of knowledge must begin with two basic "givens" -- the universe in its orderly form and the uniqueness of man. A system that can explain these two givens will be inclusive enough to provide explanations for more particular questions. The Bible presents such an explanation. The Bible presents an explanation of the creation of the world in Genesis, an explanation that accounts for the world in all its complexity. The Bible also explains the uniqueness of man as being created by God in His image. Man can know absolute truth because God communicated with man whom He made. This truth has limitations, and yet it is sufficient to enable men to function in the physical world of God's creation. The implications of this theory for education fall into three broad areas: (a) a proper view of responsibility for education; (b) a proper view of truth; and (c) a proper view of man, individually and socially. A 23-item list of references is included. (DB) underlying the symposium was that the transfer of technology from the United States and other developed nations to developing nations is a very important process, and that the hundreds of thousands of foreign students who study in the United States form a significant component in this transfer process. A goal of the symposium was to explore ways to make the educational experience of foreign students as successful as possible in preparing them for effective roles in promoting appropriate development in their communities through the use of science and technology. Four recommendations are identified and summarized in this report. Lists of symposium participants and papers presented also are included. (DB)

ED 352 312 SP 033 909

Kaufman, Scott Paul; Hunter, Donna
Are Your Substitutes Prepared for a Successful Day? Our's Are...
PUB DATE- Nov 91
NOTE- 19p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (16th, Houston, TX, November 21-26, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Elementary Secondary Education; *Inservice Teacher Education; *Institutes (Training Programs); Job Training; Professional Training; *Program Design; Program Guides; Skill Development; *Staff Development; *Substitute Teachers; Teacher Effectiveness; *Trainers; Training Objectives
IDENTIFIERS- *Oklahoma City Public Schools

All individuals desiring employment as substitute teachers for the Oklahoma City Public Schools are required to attend a professional substitute teacher institute. Certified and noncertified applicants are eligible; retired teachers who have been employed within the previous 3 years are exempt. Curriculum and instruction for the institute, developed by certified staff development trainers, include such content topics as effective school research, expectations, research based effective instructional skills, positive classroom management, creative substituting skills, human relations, and continued professional growth. This handbook, designed for institute trainers, presents components of this training institute: objectives; expectations of the school district from substitute teachers; expectations of substitute teachers from the school district; a staff development rationale; the total substituting act--things that a substitute teacher needs to know in order to be successful; a checklist for planning an institute; an action plan stating commitment to the training of professional substitute teachers; facts about the Professional Substitute Teacher Institute; topics by the day for the institute; and a time allocation graph and an assessment graph. Two appendixes include "The ABC's of Substitute Teaching" and a "Substitute Survival Guide." (LL)

ED 352 313 SP 034 006

Fowler, Frances C.
Teacher Unionism as Mission and Battle; Success and Crisis in French Teacher Unions.
PUB DATE- Apr 92
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-

Education; Piagetian Theory; *Thinking Skills
IDENTIFIERS- *Habermas (Jurgen); Kohlberg (Lawrence); *Rationality

If critical thinking is to be seriously considered as a possible vehicle for educational reform, an exploration of relevant theories of reason is required. This paper offers an analytic framework for understanding theories of reason, presents an overview of recent work in empirical psychology that is related to root conceptions of rationality, and examines the work of Jurgen Habermas whose analysis of reason offers a possible resolution to the issues of contextualism raised by contemporary psychological thought. The root conceptions of rationality that have exerted the most influence on theories of reason can be divided into three main types: reason as one of a small number of basic human mental capacities; reason as a developmentally-based function which can be analyzed in terms of logical and ontological categories; and reason as expressed in paradigmatic social and cultural behaviors and analyzed in terms of the context in which reasoning occurs. Recent psychological research reveals a clear trend towards contextualism. Habermas sees reason as deeply embedded in human interest. The views of Piaget and Kohlberg on the development of reasoning ability are also discussed. The paper concludes with a discussion of several deep concerns which must be addressed if critical thinking is to be the basis for educational reform. Seventy-two references are included. (IAH)

ED 352 331 SP 034 134

Colomb, Gregory G.
Disciplinary "Secrets" and the Apprentice Writer: The Lessons for Critical Thinking. Resource Publication, Series 1 No. 6.
PUB DATE- 88
NOTE- 29p.; For other documents in this series, see SP 034 129-138.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Instruction; *Critical Thinking; Educational Principles; Higher Education; *Intellectual Disciplines; *Thinking Skills; *Writing Instruction; *Writing Skills

Both writing and critical thinking are based in context; students write and think best about subjects in which they are knowledgeable. Neither can therefore be regarded as a generic basic skill. Linear conceptions of learning which permeate both informal and formal views of education, writing, and critical thinking set students up for failure. Standards of correctness in writing vary genre to genre, discipline to discipline. Knowledge, writing, and thinking are socially constructed; in the academic situation they are socially constructed by disciplines. A good writing program reflects the different kinds of writing that students do in the disciplines. Teaching writing in the disciplines requires consideration of the following guidelines: novice writers need explicit instruction in what it means to write in particular disciplines; most students do not reach a voice that is fully socialized in the discipline, and therefore teachers must decide which disciplinary conventions constitute thinking in the discipline in question and which do not; students who do become socialized into a discipline need to be pushed toward the meta-cognitive stance that characterizes critical thinking; and once students have become socialized into one or more disciplines, they can then make use of explicit instruction in the abstract grammar

"Business Education: The 'Hidden Curriculum'"; (5) "Technology: Focus on the Goal"; (6) "Children Are Our Future: School Counseling 2000"; (7) "Connecticut's New Defense Industry: Its Schools"; (8) "An Appreciation of Basic Cultural Diversity"; (9) "Health and Physical Fitness Do Relate to Learning"; (10) "The Support of Parents is Basic"; (11) "Kindergarten: We Must Listen to Children"; (12) "The New Approach to Foreign Language: Do It!": (13) "Mathematics and the Use of Technology"; (14) "Effective Teachers: The Key to Successful Schools"; (15) "Partnerships for Effective Schools: The Role of the School Psychologist"; (16) "Home-School Relationships: A New Dimension"; (17) "An Anathema to the Teaching of Science: The Structure of the School Day"; (18) "Needed: Habits of the Mind, Not a Cocktail Curriculum"; (19) "Meet the Needs of Students through Collaboration"; (20) "For Effective Schooling, Teachers Need Support"; (21) "Early Childhood Education: Dealing with the Whole Child"; and (22) "Music for the Development of the Whole Person." (LL)

ED 352 350 SP 034 213

Kull, Judith A.; And Others
Models of Collaborative Supervision Involving Teacher Educators and School Personnel in New Roles and Activities via Collaborative Supervisory Teams.
PUB DATE- 91
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *College School Cooperation; Collegiality; Cooperating Teachers; *Educational Objectives; Elementary Secondary Education; Extended Teacher Education Programs; *Faculty Development; Higher Education; Preservice Teacher Education; Principals; Role Perception; Student Teachers; Student Teacher Supervisors; *Supervisory Methods
IDENTIFIERS- *Reflective Inquiry; Reform Efforts; *University of New Hampshire

This paper describes the collaborative process and outcomes from involving teacher educators and school personnel in school-based collaborative supervisory teams formed by clustering graduate-level preservice teaching interns in a number of elementary and secondary field sites. The school-university collaborative reflects key elements in the collaborative process: nonhierarchical self-management, collegiality and experimentation, a setting of pause, reflective thinking, and cognitive expansion. Teams comprised of university supervisors, cooperating teachers, interns, and one principal from each of 10 cluster sites engaged in an inquiry-oriented collaboration in order to articulate a model of collaborative supervision surrounding issues pertinent to 3 areas: (1) the process of matching interns and cooperating teachers; (2) achieving maximum communication among interns, cooperating teachers, administrators, and supervisors; and (3) defining the role of interns, cooperating teachers, school administrators, and university supervisors. Results suggest that collaborative action research leads to enhanced professionalism and changes in practice both at the university and the school level in the context of national reform efforts. (Contains 13 references.) (LL)

ED 352 351 SP 034 214

high school, or good in mathematics could do better on the SAT. A student with a good educational background, good grades in high school, or a weakness in mathematics might choose to take the ACT or both tests. (SLD)

ED 352 369 TM 019 242

Spano, Sedra G.
Shedding Light on District Issues. 1991-92 Surveys of Students, Staff, and Graduates.
PUB DATE- Jul 92
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Attitudes; *Educational Attitudes; Educational Quality; Elementary School Teachers; Elementary Secondary Education; Graduate Surveys; High School Graduates; *High School Students; Parent Participation; Program Evaluation; Questionnaires; *School Districts; School Effectiveness; School Surveys; Secondary School Teachers; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Austin Independent School District TX

In 1991-92, over 50,000 surveys were administered to high school students, elementary school and secondary school teachers and administrators, elementary school students' parents, and graduates from the Austin (Texas) Independent School District (AISD). Parent responses are not published in this report, which discusses the following parameters: (1) school quality and school effectiveness; (2) school safety; (3) district strengths and weaknesses; and (4) parental involvement. Most survey respondents believed that AISD schools are a safe and secure place to learn. Teachers and administrators were more positive in their overall assessments of the schools than were high school students. High school students were satisfied with parental involvement in the schools, but teachers and administrators considered it insufficient. High school students considered that students' lack of interest and truancy were the biggest problems schools face, but use of drugs returned to the list of top five problems after being absent in 1990-91. Although elementary school teachers and administrators indicated that staff morale was high, overall responses were significantly less positive than were those of the preceding year. Graduates generally considered their school experiences as adequate in preparing them for present activities. Twenty-two figures illustrate the survey results. Appendix A contains 4 tables presenting a 6-year summary of student surveys, Appendix B describes the item selection process, Appendix C discusses the nature of the surveys, and Appendix D contains 3 tables presenting a 4-year summary for educators. (SLD)

ED 352 370 TM 019 249

Mangino, Evangelina; And Others
Annual Report on Student Achievement 1991-92.
PUB DATE- May 92
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Tests; College Entrance Examinations; *Criterion Referenced Tests; Elementary

Design; Teaching Methods
IDENTIFIERS- *Distance Education Centers; *Sri Lanka

This paper describes distance legal education as conducted by the Open University of Sri Lanka. The paper opens with a description of legal education in Sri Lanka which began in the period of British colonial rule. Also described are more recent efforts to make legal education available to a larger segment of the population culminating in the degree program in law at the Open University which was established along with a continuing legal education program and legal literacy programs for the general public. The content of the 4-year degree program is described noting its use of a broad based and comparative approach towards the subject matter. A section on the teaching method utilized considers a schedule of 20 hours of face-to-face teaching and discussion for each course, course materials, and audio cassettes of lectures on various topics. Also described are the evaluation methods of continuous assessment based on a take home assignment, an open book exam during the middle of the year, and a final closed book exam. Practical training in a legal aid and a mediation project are also covered. Concluding sections offer reflection on problems and perspectives. An appendix lists the courses for each of the four years of study. (JB)

ED 351 932 HE 025 993

Student Demand and Financial Projections for Colorado Higher Education, Fiscal Years 1993 through 2002. Colorado Commission on Higher Education Master Plan Background Papers.
PUB DATE- 7 Oct 92
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; Enrollment; Enrollment Influences; *Enrollment Projections; Enrollment Rate; *Enrollment Trends; Females; Graduate Students; Higher Education; In State Students; *Long Range Planning; Out of State Students; State Aid; State Colleges; *State Universities; *Trend Analysis
IDENTIFIERS- *Colorado

This report presents tables, charts and analysis on projection of demand for Colorado postsecondary education from 1993 to 2002 for use as a baseline in policy making discussion. The projections are called "baseline" because they are based on an "All Things Remaining the Same" assumption, assuming that current enrollment patterns as measured by the last 6 years will apply in the future. The data and analysis cover the following topics: (1) headcount by institution type; (2) in-state graduate and undergraduate students; (3) out-of-state graduate and undergraduate students; (4) projections of first-time students; (5) population projections; (6) enrollment levels (full- or part-time); and (7) percentages of females. A section on financial implications of the projections covers revenue estimates, changes from 1986-87 to 1992-93, 1993-94 projections and 2001-02 projections. A final section looks at projection of degrees granted by level. An executive summary notes that overall, public, in-state headcount enrollment is likely to increase by 22.2 percent by 2001 and that to maintain a state share of cost per student of 66 percent, a $100 million increase in state funding will be needed. In addition, overall undergraduate enrollment could grow at a slightly higher rate than graduate enrollment. (JB)

ED 351 933 HE 025 994

ED 351 950 HE 026 012

Baum, Joan, Comp.
On Publishing in the Academy.
PUB DATE- 90
NOTE- 24p.; Prepared by members of the CUNY Faculty Development Seminar on Publishing in the Academy (New York, NY, September 1989-May 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Faculty; *Faculty Publishing; Higher Education; Professional Development; Publishing Industry; *Publish or Perish Issue; Scholarly Journals; Seminars; *Writing for Publication

This booklet, the result of meetings of a college faculty seminar held during academic year 1989-1990 provides observations and advice concerning the basics on how to get published. The advice comes from faculty experience and the thoughts offered from invited guests familiar with writing, editing, and publishing in the academy. The booklet includes the following sections: What To Write About: The Literature Marketplace; The Politics of Publishing; Networking and Aggressive Overtures; and The Manuscript. These sections contain advice and information on how to put a manuscript into professional form, discuss meeting deadlines, and generally offer guidelines concerning the process of moving from research to draft to finished and published copy. It is noted that publication is not a solo effort, but derived from a shared venture with colleagues, staff, editors, and students. Among the numerous recommendations offered are: know what's valued at your college; talk to others about the work; identify the authorities best qualified to give advice; join professional societies and organizations; capitalize on attendance at major conferences; and know the journal for which you wish to write, submit all required material, and scrupulously follow stated documentation form. A selected bibliography lists 26 journals, directories, subject-related guides, or writing guides. (GLR)

ED 351 951 HE 026 013

Sudermann, David P.
Toward a Definition of Core Curriculum.
PUB DATE- Oct 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Background; *College Curriculum; College Instruction; *Core Curriculum; Curriculum Design; Definitions; *General Education; Higher Education; Introductory Courses; Undergraduate Study
IDENTIFIERS- Great Books Curriculum

This paper addresses the issue of defining the concept of core curriculum by first examining some of the literature on the subject, discussing why there is resistance to defining "core," citing common uses for the term "core curriculum," and exploring the historical roots of core curriculum. Next, the paper describes eight characteristics of core curriculum in enrollment report 1983 through 1992; and (17) headcount enrollment by age. Figures show instate enrollment by county of origin, and number of students in higher education: 1960 to 1992. (JB)

ED 351 970 HE 026 034

Blanchard, William; And Others
College Attendance and Degree Completion of 1982-83 Minority Seniors from Seattle Public Schools at Washington Colleges and Universities.
PUB DATE- Apr 90
NOTE- 122p.; Prepared by the Seattle Minority Transfer Team, an ad hoc committee with representatives from the Seattle School District, Seattle institutions of higher education and the Chamber of Commerce.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Bachelors Degrees; Black Students; College Attendance; Colleges; Degrees (Academic); Enrollment; Ethnic Groups; Grade Point Average; Higher Education; *High School Graduates; High Schools; *Minority Groups; Sex Differences; Two Year Colleges; Whites
IDENTIFIERS- *Seattle Public Schools WA; Washington

A study was done of minority high school graduates from Seattle, Washington, and how they moved into and through the higher education system. The study compared minority students and a group of white students all of whom were seniors in the Seattle public high schools during the 1982-83 academic year. In the Spring of 1989, 48 postsecondary institutions in Washington state searched their records to determine which of the former high school seniors enrolled in college during the preceding 6 years. The findings were based on 1,331 minority high school seniors and a random sample of 400 whites. The study found that there is a wide variation in college-attendance and degree-completion rates among ethnic groups, that there is a strong relationship between high school grade point average and baccalaureate degree completion, that in comparing ethnic groups the higher the rate of high school graduation, the higher the rates of college attendance and completion of either a certificate, 2-year degree, or bachelor's degree, and that there are different college-attendance and degree completion rates for males and females within ethnic groups. Appendixes detail the data collection procedures and list institutions that provided data for the study as well as offering extensive tables of data. (Author/JB)

ED 351 971 HE 026 035

Ottinger, Cecilia
What is the Service Sector?
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Communications; *Economic Change; Economic Development; Federal Government; Financial Services; Futures (of Society); *Government Role; Health Services; *Higher Education; *Industrial Structure; Legal Aid;

Teacher Motivation; Universities

This book presents 11 contributed papers which examine communication aspects of the department chair position in academia. It is noted that most academic department chairs are not trained in management skills, including communication strategies. After an introductory chapter by Christopher H. Spicer and Ann Q. Staton, the following papers are presented: "Departmental Leadership and Departmental Culture" (Stanley A. Deetz); "Establishing Effective Relationships with Faculty and Staff" (Anita Taylor); "Communicating with Administrative Peers" (Ronald L. Applbaum); "Managing Grievances" (Fred E. Jandt and John A. Kaufman); "The Budget Process" (June Kable); "Assessing Faculty" (Robert M. Smith); "The Performance Appraisal Interview: Guidelines for Department Chairs" (Michael Stano); "Being Assessed" (Edward L. McGlone and Susan K. Kovar); "Departmental Assessment" (Patti Peete Gillespie); "Motivating Faculty" (James C. McCroskey and Virginia P. Richmond); and "External Public Relations: Analysis of Image and Directions for Change" (June Kable and Carla Bennett). Two appended papers are: "Acquiring Information" (Mark Hickson III, Don W. Stacks, and Randall K. Scott) and "Providing Information" (Don W. Stacks and Mark Hickson III).

ED 351 990 HE 026 058

Barnett, Ronald, Ed.
Learning to Effect.
PUB DATE- 92
NOTE- 231p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Curriculum; Credits; *Curriculum Enrichment; *Educational Change; *Educational Quality; Educational Theories; Experiential Learning; Higher Education; Instructional Effectiveness; Learner Controlled Instruction; Outcomes of Education; Peer Teaching; *Professional Education; Teacher Effectiveness; Transfer Students; Tutoring; *Undergraduate Study
IDENTIFIERS- Great Britain

This book presents 14 papers which discuss contemporary issues of curriculum change and instructional effectiveness in higher education primarily from a British perspective. Papers address curriculum purpose, curriculum delivery, and curriculum impact on the wider society. In addition, the book covers experiential learning, skills and training, competence and outcomes, assessment, student control over learning, the quality of teaching and learning, curriculum theory, and the institutional context. Following an editor's introduction, papers and their authors are as follows: "Institutional Values and Teaching Quality" (Graham Badley); "Reflection Through Action: Peer Tutoring as Service Learning" (Sinclair Goodlad and John Hughes); "Promoting Learning" (Malcolm Frazer); "An Action-Focus Curriculum for the Interpersonal Professions" (Roger Ellis); "The Law Teachers' Dilemma" (Diana Tribe and A. J. Tribe); "Developing the Knowledge Base: A Process Perspective on Professional Education" (Michael Eraut); "The Humanities: From Ivory Tower to Market Place?" (Elisabeth Lillie); "Experiential Learning as Learning to Effect" (Norman Evans); "Improving the Quality of Student Learning Through Course Design" (Graham Gibbs); "Credit Accumulation and Transfer and the Student Experience" (Gaie Davidson); "Creating Capability for Change in Higher Education: The RSA Initiative" (Susan Weil); and "Learning Through Enterprise: The Enterprise in mentioned in the passage. A common comprehensibility problem is that the text mentions a new object using the syntactic structures appropriate for an already known object. If the reader must make an inference that presence of the new object is implied by the earlier mentioned object, the result is a potential break in the coherence of the text. CCS criticizes all such coherence breaks. However, many such inferences are actually easy for most readers, since only general knowledge is required to make the inference, rather than specialized knowledge about the domain. If so, then the CCS criticism of a coherence break is a false alarm. This report describes exploratory work with an augmented form of CCS, in which the WordNet database is used as a source of general knowledge to allow CCS to make the same kind of general knowledge inferences that human readers do to overcome coherence breaks. (Contains 6 references.) (Author/AFL)

ED 352 008 IR 015 837

McMullen, David W.; Keane, Daniel F.
Status of Educational Computing in Peoria, Woodford and Tazewell County Public Schools.
SPONS. AGENCY- Bradley Univ., Peoria, Ill.
PUB DATE- Sep 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Computer Networks; *Computer Uses in Education; County School Districts; Elementary Secondary Education; *Facility Inventory; Laboratories; *Microcomputers; Public Schools; Questionnaires; School Surveys; Telecommunications
IDENTIFIERS- Illinois

This study was implemented to assess the state of computer technology in the Tri-County area; to determine the status of computer usage; and to provide a frame of reference for the broad technological status for comparison among schools. The population of the study, consisting of 91 elementary schools, 30 middle/junior high schools, and 25 secondary schools, responded to a survey requiring both qualitative and quantitative responses. Analyses of the data indicated that there is a wide range in the amount of computer usage at all school levels; the Tri-County area has the necessary hardware to effectively use computers in instruction; schools are limited by the lack of teacher experience and type of software; the student/computer ratio at all levels in the area is below the national average; 57% of the computers in schools were located in labs primarily found in middle and secondary schools; and the potential for successful implementation of computers in the area hinges on the development of a clear-cut plan for the integration of technology into the schools at the district level. Charts and tables illustrate the findings of the survey and a copy of the questionnaire is appended. (ALF)

ED 352 009 IR 015 838

England, Richard
A Survey of State-Level Involvement in Distance Education at the Elementary and Secondary Levels. Research Monograph Number 3.
PUB DATE- 91
NOTE- 43p.; For the OTA report, Linking for Learning, see ED 310 765.

are presented in the tutorial. Topics included in this guide are: Getting started; Making a data diskette; Making a command file; Measures of Central Tendency and Dispersion; t-test; Chi-square test; Oneway ANOVA test; Twoway ANOVA test; and Installing SPSS/PC Studentware on a hard disk. (Contains 2 references.) (ALF)

ED 352 028 IR 015 866

MacFarland, Thomas W.; Hou, Cheng-I
A Tutorial for the Student Edition (Release 1.1) of Minitab.
PUB DATE- Dec 89
NOTE- 56p.; For related materials, see IR 015 861-865. The disk provided with the original document is not included in this document.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Analysis of Variance; Chi Square; *Computer Assisted Instruction; *Computer Software; Correlation; Higher Education; Microcomputers; *Statistical Analysis; *Statistics; Study Guides
IDENTIFIERS- *Minitab II Programing Language

This guide for using Minitab requires DOS version 2.0 or greater, 512K RAM memory, two double-sided diskette drives, and a graphics monitor. Topics covered in the tutorial are Getting started; Installation; Making a data diskette; Entering data; Central tendency and dispersion; t-test; Chi-square test; Oneway ANOVA test; Twoway ANOVA test; and Install student edition of Minitab on hard disk. Six appendices contain sample printouts from the tutorial. (Contains 3 references.) (ALF)

ED 352 029 IR 015 867

Hecht, Jeffrey B.; And Others
Project Homeroom--First Year Experiences: A Status Report on the Project in the Maine East High School, New Trier High School, Amos Alonzo Stagg High School.
SPONS. AGENCY- Ameritech Foundation, Chicago, IL.; International Business Machines Corp., New York, N.Y.
PUB DATE- 30 Sep 92
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance Patterns; *Computer Assisted Instruction; Distance Education; *Educational Innovation; Educational Technology; *Formative Evaluation; High Schools; Interviews; *Microcomputers; Parent Participation; Parent School Relationship; Qualitative Research; School Business Relationship; School Community Relationship; Statistical Analysis; Surveys; *Telecommunications
IDENTIFIERS- Illinois (Chicago Metropolitan Area)

This evaluation report describes the first year of an innovative attempt by three Chicago-area high schools, IBM, and Ameritech to introduce computing and telecommunications resources into the educational environment. Information presented in this project report was gathered by the evaluation team in over 32 day-long site visits to the schools, where they interviewed participating teachers and administrators, observed daily classroom and special project-related events, and sat in on daily and special planning sessions by teachers. In addition, volunteer parents and students were interviewed in their homes.

issue which will occupy a central position in multimedia research during this decase. (Contains 27 references.) (KRN)

ED 352 045 IR 054 267

The NTIA Infrastructure Report: Telecommunications in the Age of Information.
PUB DATE- Oct 91
NOTE- 392p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; Comparative Analysis; Competition; Disabilities; Education; Federal Government; Federal Regulation; Foreign Countries; *Government Role; Medical Services; *Private Sector; Productivity; Public Policy; *Technological Advancement; *Telecommunications
IDENTIFIERS- *Information Infrastructure; United States

This report is the culmination of a 20-month study that included 4 public hearings in cities across the United States and elicited some 10,000 pages of written comments from interested members of the public. The report examines the significance of telecommunications and evaluates how telecommunications services improve both the international competitiveness of U.S. businesses and the quality of life of U.S. citizens. It also considers the technological and marketplace trends driving telecommunications development in the United States and elsewhere, and assesses the role of regulatory and other government policies in promoting the development of a telecommunications infrastructure to support present and future national needs. Six major topics are covered: (1) the existing infrastructure and policies affecting telecommunications; (2) the importance of telecommunications to business, education, and health care, and to providing Americans with disabilities with new opportunities; (3) the continued rapid technical changes in telecommunications and the role of the government in shaping those changes; (4) a comparison of the U.S. infrastructure with the infrastructure of other countries; (5) policies that would improve efficient investment in the infrastructure by increasing competition and decreasing regulation; and (6) the means for making universal service available on an optional, low-cost basis, throughout the United States. The report contains 40 statistical tables, half of which provide information comparing the infrastructures of the United States and other countries. Appendices contain a list of the initial and reply commentators at symposium and field hearings; an alphabetical list of commentator acronyms and abbreviations; a review of a DRI/McGraw Hill study that attempts to quantify the gains in the U.S. economy's productivity that are attributable to improvements in telecommunications infrastructure; additional data requirements and recommended methodological improvements; policies of other nations on telephone company involvement in cable; and a description of the availability and affordability of telephone service in the United States. (KRN)

ED 352 046 IR 054 268

Gibson, Anna Lee
Virginia Satellite Educational Network and Satellite Education Assessment Results.
PUB DATE- 3 May 92

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Games; *Childrens Libraries; Childrens Literature; Conservation (Environment); Cultural Activities; *Environmental Education; *Folk Culture; *History Instruction; Information Dissemination; *Publicity; Story Telling; Theater Arts
IDENTIFIERS- *Kentucky; Library Services and Construction Act; *READiscover Kentucky

This manual for children's librarians was produced in conjunction with the Kentucky bicentennial and is intended to help find ways for children to experience the past; to stimulate ideas about book-related programs suited to individual communities and resources; and to suggest history-related activities. The manual is presented in seven sections: (1) publicity--ideas for promoting the READiscover Kentucky concept; (2) history--history program ideas and activities, many of which actually took place in Kentucky in former times; (3) folklife--(By Robert and Janet Gates), with ideas for children and adult programming; (4) environment--environmental history of Kentucky and activities for promoting recycling and nature conservation; (5) performing artists--description of individual Appalachian storytellers, entertainers, and musicians; (6) bibliography--a listing of approximately 200 books and materials that are associated with sections of the manual; and (7) reproduction masters--for use in promoting READiscover Kentucky and with activities about the state in general. (ALF)

ED 352 065 IR 054 361

AMERICA 2000 Library Partnership.
PUB DATE- Oct 92
NOTE- 5p.; Eight-panel brochure.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Libraries; Elementary Secondary Education; Information Dissemination; *Learning Resources Centers; Library Collection Development; *Library Extension; Library Research; Library Role; Library Services; Lifelong Learning; Literacy Education; *Parent Child Relationship; *Public Libraries; *School Community Relationship; School Libraries
IDENTIFIERS- *America 2000 Library Partnership; *National Education Goals

The United States Department of Education, the National Endowment for the Humanities, the Library of Congress, the National Commission on Libraries and Information Science, and the National Institute for Literacy have formed the AMERICA 2000 Library Partnership to support libraries in their work toward the six National Education Goals announced by President Bush and the 50 governors after the 1989 education summit. The Library Partnership will include the following components: (1) supporting parents in getting their children ready for school and helping them reach high standards in the core subjects; (2) promoting the best of literacy theory and practice by distributing information on successful programs and funding literacy projects; (3) sponsoring a special project to promote the building of home libraries; (4) adapting and improving library services to meet the changing educational and social needs of the 21st century through short-term training institutes for school and public librarians and improving the dissemination of information to libraries; (5) improving and expanding data collection on public library services for implementation of a strong financial management system, effective budgeting practices, and a cost accounting system capable of gathering various types of information for decision-making needs. A final method involves garnering support from state officials and the public, including the reform of funding formulas. A review of the literature is included. (Contains 35 references.) (MAB)

ED 352 082 JC 930 002

Packer, Arnold
An Associate Degree in High Performance Manufacturing.
PUB DATE- 5 Oct 92
NOTE- 20p.; Paper presented at the National Tech Prep Network Conference (Chicago, IL, October 4-6, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Education); *Associate Degrees; College School Cooperation; Community Colleges; *Computer Assisted Manufacturing; Curriculum Development; *Labor Force Development; *Manufacturing Industry; Program Development; Program Proposals; *School Business Relationship; *Skill Development; Technical Education; Technological Advancement; Two Year Colleges
IDENTIFIERS- *High Performance Manufacturing

In order for more individuals to enter higher paying jobs, employers must create a sufficient number of high-performance positions (the demand side), and workers must acquire the skills needed to perform in these restructured workplaces (the supply side). Creating an associate degree in High Performance Manufacturing (HPM) will help address four interdependent supply-side issues. First, such a degree can serve as a link for achieving the three-fold integration of K-12 and postsecondary education; education and work; and vocational and academic education. To achieve this integration, a common language can be taught at each level and in each setting. The Secretary's Commission on Achieving Necessary Skills (SCANS) cites the following five principal competencies which can be taught and/or used at all levels of education and work: planning resources skills; information skills; interpersonal skills; systems knowledge; and technology skills. Second, an HPM associate degree can assist employers in recruiting and developing a workforce competent in high-performance work. Third, the HPM degree, which would be a portable degree, well understood and valued throughout the manufacturing industry, can serve to motivate students to acquire the skills needed for high-performance work. Finally, an associate degree in HPM would improve the effectiveness of education in preparing workers for the 21st century. Meetings involving representatives of manufacturing firms and trade associations, unions, community colleges and state systems, and other training organizations, is the first step to developing such a degree. Data tables are included. (PAA)

ED 352 083 JC 930 003

Giroux, Roy F.
A Blueprint for Human Resource Development in the Third Decade of the Ontario Colleges of Applied Arts and Technology: Executive Summary.
SPONS. AGENCY- Ontario Council of Regents, Toronto.; Ontario

student problem solving; (23) student psychology; (24) nontraditional literature instruction; (25) implementation of a handicapped awareness day; (26) student test anxiety; and (27) creative writing in programs for older adults. (MAB)

ED 352 099　　　　JC 930 030

Wood, Judith Body
The Application of Computer Technology and Cooperative Learning in Developmental Algebra at the Community College.
PUB DATE- Oct 92
NOTE- 13p.; Paper presented at the Annual Computer Conference of the League for Innovation in the Community College (9th, Orlando, FL, October 21-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Algebra; Community Colleges; Comparative Analysis; *Computer Assisted Instruction; *Cooperative Learning; *Mathematics Achievement; Mathematics Anxiety; *Remedial Mathematics; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Central Florida Community College; Fennema Sherman Mathematics Attitudes Scales

In fall 1991, a study was initiated at Central Florida Community College (CFCC) in Ocala to examine the effects of computer lab tutorials and cooperative learning on mathematics achievement, retention rate, mathematics anxiety, mathematical confidence, and success in future mathematics courses among 29 students in an intermediate algebra class. Another course section of 23 intermediate algebra students, taught by the same instructor but utilizing the traditional lecture method, served as a control group. The experimental section was divided into groups of two to four students having similar achievement placement test scores. Homework assignments, computer lab tutorials, and all tests (except for the final exam) were completed on a group basis, with issues of assignment and lab meeting times, group participation guidelines, and class attendance decided and monitored by the group. Both classes were given the Fennema-Sherman Mathematics Anxiety and Confidence Scales test before and after the course. Study findings included the following: (1) a total of 23 students in the experimental group, and 15 students in the control group completed the course; (2) the control group showed greater increases in post-course confidence ratings and greater reductions in anxiety ratings than the experimental group; (3) 69% of experimental group students received a course grade of A, B, or C, as compared with 52% of the control group; and (4) 87.5% of control group students were successful in their subsequent math course compared to 80% of the experimental group students. Data tables, and narrative excerpts of midterm and final written evaluations by students in the experimental group are included. (PAA)

ED 352 100　　　　JC 930 031

Articulation Agreements between High Schools, Community Colleges, and Universities.
PUB DATE- Oct 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports -

guidance on planning a school-age child care program, including information on surveying parents to determine the need for the program and on collaborating with school administrators, teachers, and parent groups. The following areas related to collaboration are highlighted for attention: (1) in-kind services and facilities; (2) provision of the basic agreement with the child care provider; (3) lines of communication between school, provider, and parents; (4) staffing; and (5) assurance of quality. Next, guidance on developing and distributing a request for proposal (RFP) is provided, including an outline of the information the RFP should elicit. Guidelines on evaluating proposals and selecting a child care provider are also included. Section II lists three agencies that can help in the planning process and identifies sources of information on start-up funding, food costs, subsidized day care funding, and Title IVA monies. This section also includes a sample parent survey and a sample RFP. Finally, section III presents an eight-item bibliography. Information on the DVCCC is attached. (AC)

ED 352 117 PS 020 801

Needs for Child Day Care. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Public Welfare, Harrisburg.
PUB DATE- 88
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Costs; Databases; *Data Collection; *Day Care; Definitions; Early Childhood Education; Family Characteristics; Family Income; Fees; *Regional Planning; Research Needs; State Aid; *Supply and Demand
IDENTIFIERS- Child Care Needs; *Pennsylvania (Southeast)

The Delaware Valley Child Care Council of Philadelphia, Pennsylvania developed a regional planning service to assess the needs for day care services in a five-county region in southeastern Pennsylvania, and to construct a database of day care information that would be periodically updated. This document is the initial report by the regional planning service. The first section of the report presents data on the shortage of day care services, fees paid by parents for services, family income and demographics, and state subsidies for child care. The implications of the data are discussed in the second section. Topics include: (1) the lack of information on the supply of day care for specific age groups; (2) the needs of school-age children and of parents who are not in the work force; (3) affordability of day care services; and (4) state financial assistance to parents. The third section defines terms relevant to day care. The data-gathering methods used by the planning service are described in the fourth section. The fifth section suggests ways for interested individuals and organizations to use the data base compiled by the planning service. The sixth section offers suggestions for future research. Appendices include tables, figures, and graphs that present the data gathered on the demand for and supply of day care. (BC)

ED 352 118 PS 020 803

Mintzer, Janet L.
School Involvement in School Age Child Care. Regional Report.

describes the Adopt-a-Grandchild Program, which matches older volunteers with children in need of adult guidance. The handbook is divided into the following sections: (1) program description; (2) guidelines for professional volunteers; (3) a job description for volunteers; (4) documentation of volunteer hours; (5) samples of blank and completed receipt voucher forms; (6) training and confidentiality guidelines; (7) safety restraints and seat belt laws, including a selection from Florida Statutes; (8) commonly asked questions and answers concerning the program; and (9) a list of addresses and phone numbers of museums, parks, and skating rinks in the Gulf Coast area. (MM)

ED 352 137 PS 020 908

Melsa, Katherine S.
Individualizing Response to Child Stress in the Preschool Setting: Exploring Practitioner Beliefs Regarding Coaching Coping and Development of Self-Regulation.
PUB DATE- Jul 92
NOTE- 62p.; Master's field research report, National-Louis University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Administrators; Anxiety; Classroom Environment; Coping; Preschool Children; Preschool Education; Preschool Teachers; *Self Control; *Stress Management; *Student Behavior; Surveys; Teacher Attitudes; Teacher Response; *Teacher Student Relationship
IDENTIFIERS- *Coaching; Developmentally Appropriate Programs; National Association Educ of Young Children; *Self Regulation

In a study of the attitudes of early childhood professionals, 63 preschool teachers of children ages 3 through 5 and 20 preschool center directors in Naperville, Illinois were surveyed. Statements in the survey were developed using the guidelines from the National Association for the Education of Young Children concerning developmentally appropriate practice in early childhood education. Statements recognized situations that cause stress in a child in the preschool setting, namely, lack of awareness of socially approved behaviors on the part of the child; ambiguity and inconsistency of adult communication; information processing overload; lack of perceived control; and individuality of response to stressors. Statements also involved adult recognition that self-control evolves and that young children can learn self-control with the help of a knowledgeable coach. Some statements in the survey concerned issues related to denying children a sense of personal control. Results showed that respondents appeared to agree with most NAEYC guidelines for developmentally appropriate adult-child interactions. A reference list of about 70 items is included. Appendixes include a sample survey and cover letter. (MM)

ED 352 138 PS 020 910

Bicycle Helmet Promotion Act. Report of the Senate Committee on Commerce, Science, and Transportation on S. 3096. 102d Congress, 2d Session.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

steps that school districts can take to support elementary schools in their quest for self-improvement. (MM)

ED 352 156 PS 020 942

Learning Research and Development Center Publications List: 1985-1991.
PUB DATE- 91
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Education; Annotated Bibliographies; Concept Formation; Cultural Influences; Developmental Psychology; Educational Change; *Educational Research; Educational Technology; Group Dynamics; *Instruction; Language Acquisition; *Learning; Memory; *Research and Development; Skill Development; Special Education; Student Evaluation; Technical Education; Thinking Skills
IDENTIFIERS- *Learning Research and Development Center

This document covers approximately 500 publications developed by the University of Pittsburgh's Learning Research and Development Center (LRDC) from 1985 through 1991 and constitutes a record of LRDC's commitment to research that can strengthen educational practice. An abstract is provided for most entries. Each publication summarized addresses one or more of 19 research topics: (1) learning and instruction; (2) structures of knowledge, including concept development and the role of prior knowledge in learning; (3) assessment; (4) education reform; (5) school subjects, including mathematics, science, literacy-related subjects, such as reading, and social sciences; (6) reasoning; (7) technology; (8) group processes; (9) memory; (10) concept acquisition; (11) developmental psychology; (12) language and communications processes; (13) the nature of skill and expertise; (14) social and cultural influences on learning; (15) texts; (16) classroom teaching; (17) learning disabilities and special education; (18) technical training and work skills; and (19) skill acquisition. (BC)

ED 352 157 PS 020 943

National Research Center on Student Learning Publications List: 1985-1991.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Education; Annotated Bibliographies; Concept Formation; Cultural Influences; Developmental Psychology; Educational Change; *Educational Research; Educational Technology; Group Dynamics; *Instruction; Language Acquisition; *Learning; Memory; *Research and Development; Skill Development; Student Evaluation; Thinking Skills
IDENTIFIERS- *National Research Center on Student Learning

This list of publications contains approximately 230 items published by the National Research Center on Student Learning (NRCSL) over the last seven years and reflects the range of theoretical and applied work that is undertaken in the NRCSL research program. The publications listed in this volume report on NRCSL research, collaborations, and contributions to the

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; American Indian Culture; American Indian Education; *American Indians; *Black Students; Cultural Activities; *Kindergarten Children; Literature Reviews; *Mathematics Instruction; Outcomes of Education; Parent Participation; *Parents as Teachers; Parent School Relationship; *Preschool Children; Preschool Education; Program Descriptions; Program Effectiveness

The Natural Math project was undertaken to encourage parents of Native American and Black preschool and kindergarten children to engage in math activities and games at home. Natural Math also attempted to integrate Seminole culture into math materials. The project originally included only Seminole preschool and kindergarten children. Later, Boley school, located in a rural Black community, petitioned for inclusion. Natural Math activities included: (1) the provision of start-up supplies and other materials to the children and their families; (2) an initial meeting to explain the project and the proper use of the materials; (3) a portable computer lab; (4) a math fair; and (5) the distribution of materials for the summer. After their participation in the project, former Head Start children were tested for verbal, math, and social skills, and parents were surveyed. Participating students had higher raw scores than the students of the previous year. At Boley School, Natural Math materials were introduced to the children before they were given to parents, with several advantages resulting. An extensive literature review covers adult literacy and communication among Native Americans; a Native American perspective of giftedness; the role of culture in education; demographic and academic achievement data for six tribes; and Native American early childhood education and Head Start programs. A 36-item bibliography is included. (AC)

ED 352 173 PS 020 970

Challenges for Children and Women in the 1990s: Eastern and Southern Africa in Profile.
PUB DATE- Jul 91
NOTE- 231p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *At Risk Persons; Child Abuse; Child Neglect; *Children; *Developing Nations; Early Childhood Education; Educational Needs; *Females; Feminism; Foreign Countries; Government Role; Health Programs; *International Programs; Nutrition; Poverty; Primary Education; Profiles; Secondary Education; Tables (Data); Urbanization; War; Womens Studies
IDENTIFIERS- *Africa (East); *Africa (South)

This report profiles conditions in the lives of children and women in Eastern and Southern Africa (ESA), and attempts to identify and analyze trends and issues which are emerging in ESA and which have particular significance for UNICEF activities. During the 1980s, ESA experienced unprecedented economic decline due to falling commodity prices and rising interest rates. These conditions in turn led to increasing incidences of poverty throughout much of the region. Despite improvements in some areas of health care, large numbers of

NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Costs; Data Analysis; *Early Childhood Education; Evaluation Criteria; *Evaluation Methods; Evaluation Utilization; *Program Evaluation; Recordkeeping; *Self Evaluation (Groups); Technical Writing; Test Selection; Time Management

This booklet, which was developed for the staff of field projects rather than for professional evaluators or researchers, provides guidelines for evaluating projects which promote activities to enhance the well-being of young children, their families, and their communities. The booklet aims to stimulate ideas and discussion, offers general principles to help in evaluation, and raises issues which encourage project personnel to seek local resources. Aspects of the evaluation process discussed include: (1) factors to consider when starting an evaluation; (2) evaluation records; (3) time and cost of evaluation; (4) evaluation instruments; (5) data analysis; and (6) factors to consider when writing the results of an evaluation. Useful resources on evaluation are listed and briefly described. (MM)

ED 352 192 PS 021 000

Exemplary Program Standards for Child Development Programs Serving Preschool and School-Age Children.
PUB DATE- 91
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Role; Child Development; Classroom Environment; Day Care Centers; Early Childhood Education; Educational Philosophy; *Educational Quality; Elementary Education; *Evaluation Criteria; Integrated Curriculum; Parent Participation; Parent School Relationship; Professional Development; *Program Design; *Program Evaluation; School Age Day Care; *Self Evaluation (Groups); Standards; *Student Centered Curriculum; Teacher Attitudes; Theory Practice Relationship
IDENTIFIERS- Child Centered Education; *Developmentally Appropriate Programs

Reflecting contemporary research and widely held beliefs about how children grow, develop, and learn, this publication describes standards for child development programs for preschool and school-age children. The text is divided into three main sections which discuss background material, program components, and the program quality review process. The first section makes a philosophical statement about child development programs and offers a theoretical framework for children's learning. In the second section, each program component--environment, curriculum and assessment, site personnel, partnerships between parents and site personnel, and administration--is introduced with a brief statement, which is followed by a description of the characteristics of an exemplary program for that component. A reference list and a

Des Chenes, Kathryn; Bhavnagri, Navaz P.
Japan through Folktales and Activities: A Unit for Kindergarten.
PUB DATE- 92
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childhood Interests; *Childrens Literature; *Cultural Awareness; *Curriculum Development; Folk Culture; Food; Holidays; Housing; Kindergarten; *Kindergarten Children; *Learning Activities; Lesson Plans; Multicultural Education; Primary Education
IDENTIFIERS- Brookline Public Schools MA; *Folktales; Japan; *Japanese Culture

This report describes an intervention to improve American kindergarten children's understanding of Japanese culture. The intervention consisted of a curriculum unit presented in a kindergarten class of 14 American and 7 Japanese children in Brookline, Massachusetts. Before and after the intervention, the American children's knowledge of Japanese culture was assessed in an interview. Children were presented with five traditional Japanese folktales in English translation. Children were also exposed to Japanese culture through nonfiction books, videos, films, and Japanese children's magazines. Children engaged in such activities as making fans and experimenting with calligraphy, and other activities that focused on housing, food, holidays, and children's activities in Japan. The curriculum was presented in 26 lessons over a 3-month period. As a result of the intervention, American children's responses that indicated a knowledge of Japanese culture rose from a total of 19 in preintervention interviews to 399 in postintervention interviews. A 28-item reference list is provided. Appendices include an annotated bibliography of folktales, nonfiction books, films, and videocassettes; detailed lesson plans for the 26 lessons in the curriculum; sample pre- and post-intervention interviews; and tables of data derived from the interviews. (BC)

ED 352 213 PS 021 076

Sharkey, Ann; Chambliss, Catherine
After-School Reunion Interaction in Single Versus Two-Parent Families.
PUB DATE- 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *After School Programs; Check Lists; Comparative Analysis; Differences; Elementary Education; *Elementary School Students; *Nuclear Family; *One Parent Family; *Parent Child Relationship; Parents; *School Age Day Care
IDENTIFIERS- *Reunion Behavior

This study measured parent-child interactions when parents picked up their children at an after-school day care center. It was hypothesized that parents from two-parent families would have better interactions with their children than single parents. The subjects of the study were 40 single parents and 40 parents from two-parent families, as well as 50 girls and 30 boys, who were children of these parents and who all attended the same after-school child care center. On five occasions, observers situational fears and anxieties held by participants before, during, and after participation in an outdoor program. Subjects in the study were college students with recreation and physical education majors, who were completing separate, but similar Outdoor Education Practicum (OEP) courses at the Cortland College Outdoor Education Center in the Adirondacks (New York). The purpose of the OEP is to improve students' appreciation of the natural environment and to help them acquire skills related to centralized camping, trip camping, and outdoor pursuits. From 42 different outdoor program trips, 380 participants completed the Situational Fear Inventory. Results indicate that social-based fears, such as not meeting the expectations of others and letting others down, were higher than physical-based fears. Gender differences existed at all three points of measurement (beginning, middle, and end), with females consistently reporting higher levels of anxiety. All fear levels were reduced, as a result of the program participation, with 71.6% being significantly reduced. In most instances, the degree and significance of fear reductions were similar for men and women. It was found that social fears were more resistant to change, with only 42.9% significantly reduced. (LP)

ED 352 232 RC 018 882

Flora, Cornelia Butler; And Others
Rural Communities: Legacy & Change.
PUB DATE- 92
NOTE- 350p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Community Development; *Community Involvement; *Economic Development; *Human Resources; Local Government; Power Structure; *Rural Areas; *Rural Economics; Rural Sociology; Social Class; Sociocultural Patterns
IDENTIFIERS- Empowerment; Infrastructure

This book is designed to help identify, analyze, and address problems that are found in rural parts of the United States. It focuses on the community as the place where individuals come together in order to solve those problems. The book's 13 chapters are divided into 4 sections. The first section discusses rural definition and community differences in economic base, culture, social class, and ethnicity. The second section describes the influences of the economy of the larger society on rural communities. The third section identifies rural communities' resources--their social infrastructure, their physical infrastructure, and their governmental bodies. The final section deals with social change emphasizing community empowerment as the key for change. Each chapter includes a chapter summary, key terms, and references. The book contains the following chapters: (1) The Rural Landscape; (2) Economy and Community; (3) Community and Culture; (4) Legacy and Social Class; (5) Capital and Community; (6) The Global Economy; (7) Consumption in Rural America; (8) The Character of Rural Governments; (9) Economic Infrastructure; (10) Social Infrastructure; (11) Power in Communities; (12) Special Needs; and (13) Generating Community Change. This book also contains numerous tables, figures, boxes, and photographs. (KS)

ED 352 233 RC 018 883

A-Gay-Yah: A Gender Equity Curriculum for Grades 6-12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

curriculum. Brief summaries of the consensus findings are given in the body of the report. Three of the five appendixes, which make up more than half the document, consist of the following papers: "Student Understanding in Physics: What We Teach and What is Learned," by Lillian C. McDermott; "Improving Academic Performance in Mathematics", by Uri Treisman, and "America at the Crossroads: The Challenge of Science Education," by James J. Duderstadt. The fourth and longest appendix consists of 13 summaries of reports on science and engineering education appearing between 1983 and 1989. The final appendix is a list of participants. A conference schedule is included. (PR)

ED 352 250 SE 052 709

McInerney, Joseph D., Ed.
Teaching Biotechnology in Schools. Science and Technology Education Document Series No. 39.
SPONS. AGENCY- International Union of Biological Sciences. Commission for Biological Education.; United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.
PUB DATE- Apr 90
NOTE- 291p.; Based on the results of a round-table conference on biotechnology education held in Sendorf, Federal Republic of Germany, August 27-30, 1989.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bioethics; *Biology; *Biotechnology; Elementary Secondary Education; *Science Activities; *Science and Society; Science Curriculum; *Science Education; Science Experiments; Science History; Science Instruction; Scientific and Technical Information

This document series has been established as part of Unesco's Science and Technology Programme to encourage an international exchange of ideas and information in science education. This volume addresses the improvement of biotechnology education in school up to year 10 and aims at improving the quantity and quality of biotechnology taught in schools worldwide. The five chapters deal with the following subjects: an overview of biotechnology; the principles and applications of biotechnology; the social implications of biotechnology; and considerations for implementation. In addition to discussing the history and basic principles of biotechnology, the book provides detailed classroom lessons that can be incorporated into many general science and biology programs. The lessons on the science of biotechnology are complemented by discussions of ethical and policy issues related to biotechnology, and these discussions are developed further in the chapter on the social implications of biotechnology and the educational context in which they should be considered. The book concludes with an overview of common barriers to the introduction of biotechnology into the curriculum and with suggestions for overcoming those barriers. (PR)

ED 352 251 SE 052 765

A Periodic Compendium of Opportunities in Environmental Training.
PUB DATE- Nov 91
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

the Secretary's Conference, that state leaders should: (1) continually state for the public the reasons for higher standards for all students; (2) tap the best thinking and practices across the country; (3) work with all the key players; (4) understand that systemic reform is the only way to arrive at higher standards and performance; (5) commit themselves to using whatever leverage is available for creating higher standards; and (6) acknowledge that the reforms needed to fulfill this National Goal will require time and consistent support. The final section acknowledges the presenters and moderators for their contributions to the conference. (MDH)

ED 352 269 SE 053 410

Cook, Jeanne Wells; Craig, Carolyn
Writing Mathematics.
PUB DATE- Oct 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audience Awareness; Communication Skills; Educational Diagnosis; Elementary Secondary Education; Evaluation Methods; *Integrated Activities; Interdisciplinary Approach; Learning Activities; Mathematics Education; *Mathematics Instruction; *Teaching Methods; Verbal Communication; Writing (Composition); *Writing Across the Curriculum; *Writing Assignments; Writing Evaluation
IDENTIFIERS- Communication (Mathematics); NCTM Curriculum and Evaluation Standards; *Writing to Learn

This teacher's guide was developed to help teachers improve learning by incorporating writing into mathematics instruction. The document is divided into three sections. The issue of why writing should be utilized in the mathematics classroom is addressed in the first section. The topics discussed include why students should utilize writing in mathematics class, what additional benefits students obtain from writing in class, how assessment in mathematics utilizes writing, what the National Council of Teachers of Mathematics, business and industry, and colleges and universities say about mathematics and writing. The second section discusses what teachers can do once they decide to incorporate writing in the mathematics class. The topics discussed include steps that can be taken to start using writing in the mathematics class, audiences to whom students can write, purposes for which students write, writing forms that can be employed, methods of evaluating students' writing, how to use students' writing as a diagnostic tool, and methods to improve students' writing. The final section includes examples of writing assignments for mathematics classes and samples of students' responses to the assignments. (MDH)

ED 352 270 SE 053 411

Rillero, Peter; Roempler, Kim
An Abstract Content Analysis of Journals for Science Teachers.
PUB DATE- 16 Oct 92
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (14th, Chicago, IL, October 16, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 352 292 SO 022 336

Booth, Martin B.
Students' Historical Thinking and the History National Curriculum in England.
PUB DATE- 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; *Curriculum Evaluation; Educational Assessment; Educational Policy; Elementary Secondary Education; Foreign Countries; History; *History Instruction; Piagetian Theory; *Thinking Skills
IDENTIFIERS- *British National Curriculum; *England; Historical Interpretation

In 1988 the Education Reform Act was passed in England. Among its clauses, the one that laid the framework for a centralized, national curriculum represented the most significant change. One of the key aspects of the national curriculum concerned the way in which student achievement and progress were to be measured. Attainment was to be assessed against "attainment targets"; each attainment target would have 10 "statements of attainment" against which the pupil's level of performance could be measured. This paper argues that the new History National Curriculum is based upon a flawed notion of children's historical thinking. The History National Curriculum is based upon the notion that children's historical thinking develops uniformly and progressively through each of the attainment targets and that for each attainment target the nature of this progression can be detailed in a hierarchy of 10 statements. An examination of the statements of attainment is made, and a review of research on children's historical thinking and research on the experience of history teachers in the classroom is carried out. It is argued that frameworks such as those adopted in the History National Curriculum impose a rigidity that limits the possibility for developing the complexity of real historical understanding in students. A list of 61 references is included. (DB)

ED 352 293 SO 022 484

Hoge, John D.,Ed.; Blum, Ann Ed.
Georgia Elementary Law-Related Education Curriculum Supplements: Lessons for Kindergarten through Third Grade.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Law-Related Education.
PUB DATE- Dec 91
NOTE- 268p.; For the 4th through 7th grade lessons, see SO 022 485.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Constitutional Law; Curriculum Development; *Instructional Materials; *Law Related Education; Primary Education; Social Studies; State Legislation; Student Educational Objectives; *Teacher Developed Materials; Teaching Methods
IDENTIFIERS- *Georgia

The lessons in this volume, written by experienced Georgia

24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - General (140),Historical Materials (060)
DESCRIPTORS- Collective Bargaining; *Educational Environment; *Educational History; Educational Policy; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; *Politics of Education; Preservice Teacher Education; Teacher Associations; Teacher Attitudes; Teacher Militancy; Teacher Welfare; *Unions
IDENTIFIERS- *France; *National Education Federation (France); Teacher Empowerment

In France, the National Education Federation (Federation d'Education Nationale (FEN)) and its major constituent union, the National Union of Elementary and Middle School Teachers (Syndicat National des Instituteurs et des Professeurs d'Enseignment General de College (SNI-PEGC)), are examples of "intelligent trade unions," i.e., unions that hold a consciously ideological position. As such, in addition to securing material benefits for their members, they believe they have a mission to engage oppressive political and economic forces in a long-term battle for social transformation. Examination of the political history of France from the Third Republic through the post-World War II era and of the evolution of trade unionism provides a context for understanding the rise to power of these unions. Exploration of their organization, ideology, and achievements between 1944 and 1992 facilitates an understanding of the nature of the crisis in which they find themselves. The major achievements of the FEN and the SNI-PEGC in six categories--material benefits, job security, working conditions, teacher empowerment, union empowerment, and educational policy (including educational reform and teacher training)--in some respects have contributed to the onset of the current crisis in their affairs. Other contributing factors include declining membership; internal ideological and political conflict; lack of appealing issues around which to rally old members and attract new ones; and divisions among members because of gender, age, and eductaional background. (IAH)

ED 352 314 SP 034 007

Feldman, Allan
Practical Theories, Practical Paradigms, and Teacher Education.
PUB DATE- Apr 92
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; Educational Environment; *Educational Theories; *Grading; Higher Education; High Schools; Models; *Resistance to Change; *Teacher Attitudes; *Teacher Education; Teacher Interns; Teaching Methods; *Theory Practice Relationship; Values
IDENTIFIERS- *Paradigm Shifts; Practical Reasoning

Student teachers, beginning teachers, and experienced teachers bring with them to the classroom a set of practical theories acquired from many experiences and influences. Because of their nature, practical theories are hard to change. Sets of more permanent practical theories can be considered practical that governs the texts they have learned to produce. (Contains 33 references.) (IAH)

ED 352 332 SP 034 135

Weinstein, Mark
Critical Thinking and Moral Education. Resource Publication, Series 1 No. 7.
PUB DATE- 88
NOTE- 15p.; For other documents in this series, see SP 034 129-138.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Thinking; Developmental Stages; Educational Objectives; Educational Philosophy; Elementary Secondary Education; *Ethical Instruction; Hidden Curriculum; *Moral Development; Moral Values; Socialization; Values Education

Both critical thinking and much of moral education see the function of education as the bringing forth of the rational capacities of the child. Although there are similarities between the interest in critical thinking as the basis for educational reform and the educational concern with the moral development of school children, crucial differences exist between the theory and substance of recent advocacy of critical thinking as an educational ideal and much of what has become the standard understanding of moral education in schools. The most common approaches to moral education include the cultural transmission model of moral instruction and the moral development, romantic, and relativistic perspectives. Both the standard developmentalist and cultural transmission models of moral education are unacceptable given the theoretical demands for openness, tentativeness, and rational evaluation characteristic of critical thinking advocates. The interface of a critical thinking theory that gives a priority to the rational process of inquiry and developmentalist or commonsense claims about the limitations of children's competence is a difficult and unexplored issue arising from the entry of critical thinking theory into the arena of moral education. Critical thinking approaches are also in apparent conflict with romantic and value clarification models of moral education which see the core of values as nonrationalizable and essentially an expression of emotion and will. (Contains 20 references.) (IAH)

ED 352 333 SP 034 136

Siegel, Harvey
Why Be Rational? On Thinking Critically about Critical Thinking. Resource Publication, Series 2 No. 1.
PUB DATE- 89
NOTE- 18p.; For other documents in this series, see SP 034 129-138.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Thinking; Educational Philosophy; Educational Principles; Elementary Secondary Education; Epistemology; Higher Education; *Thinking Skills
IDENTIFIERS- O Hear (Anthony); Popper (Karl); *Rationality; Trigg (Roger)

Oja, Sharon Nodie
Developmental Theories and the Professional Development of Teachers.
PUB DATE- 90
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; Adult Learning; Concept Formation; *Developmental Psychology; Elementary Secondary Education; *Faculty Development; Individual Development; Intellectual Development; Knowledge Level; *Learning Strategies; *Maturity (Individuals); Moral Development; Self Esteem; Supervisory Methods; Teacher Attitudes; Teacher Characteristics; *Teacher Improvement
IDENTIFIERS- Collaborative Research; Hunt (David E); Kohlberg (Lawrence); Loevinger (Jane); Piaget (Jean); Reflective Inquiry; Teacher Researcher Cooperation; Teacher Researchers

This paper reports research from four studies of how teachers come to learn professional knowledge based on theoretical frameworks of the developmental theories of Piaget (cognitive development), Kohlberg (moral development), Loevinger (ego development), and Hunt (conceptual development). Studies proceed on the assumption that a perspective of developmental theory provides knowledge of how teachers assimilate new information and implement new teaching strategies. Findings suggest that: (1) teachers operating at higher stages of development show greater flexibility, are more able to see multiple points of view, and are more effective in supervisory interaction with preservice interns, in interpersonal interaction, and in group problem solving in collaborative action research; (2) teachers' developmental stages affect their interactions in the school setting and their involvement on collaborative research teams; and (3) collaborative action research, as a developmental education intervention, can provide the support and challenge that encourages developmental growth. Two appendices are included. The first compares and contrasts four developmental models in three stages of adult development; the second matches appropriate staff development supports and challenges with teacher developmental stage characteristics. (Contains 39 references.) (Author/LL)

ED 352 352 SP 034 217

Barnes, Carol P., Ed.; Goodhue-McWilliams, Kenneth, Ed.
Those Who Can, Teach.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 81p.; Title on cover is "Those Who Can, Teach. Those Who Can't, Go into Some Less Significant Line of Work."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Education; Child Development; *College Faculty; Community Services; *Education Majors; Elementary Education; Higher Education; Humanities; Mathematics; *Metaphors; Natural Sciences; Social Sciences; Teacher Education Programs; Teacher Effectiveness; Teaching Methods;

School Students; Elementary Secondary Education; *Norm Referenced Tests; *School Districts; Scores; Secondary School Students; Standardized Tests; *State Programs; Statistical Data; Student Evaluation; Testing Programs; *Test Results
IDENTIFIERS- *Austin Independent School District TX; Texas

Results from the various student testing programs of the Austin (Texas) Independent School District (AISD) are summarized for 1991-92. Some 23,000 students in grades 3, 5, 7, 9, and 11 took the criterion-referenced Texas Assessment of Academic Skills (TAAS) in October of 1991. The Texas Educational Assessment of Minimum Skills (TEAMS), required for graduation, was taken by 151 students in grades 11 and 12 in October of 1991 and/or April of 1992. The norm-referenced Iowa Tests of Basic Skills (ITBS) were taken by 10,313 students in grades 1 and 2, while 42,765 students in grades 3 through 11 took the Norm-Referenced Assessment Program for Texas (NAPT) in April of 1992. Students from the AISD continued to excel on college entrance examinations, with Scholastic Aptitude Test scores averaging above those of the state and the nation. AISD students scored near state averages and above the urban average on the TAAS. AISD students ranked first among urban districts for scores on the TEAMS and TAAS. AISD students also scored higher than state averages on the NAPT. In general, African American and Hispanic American student achievement continued the trend of improving at a faster rate than that of all other students on the ITBS and the NAPT. Budget implications are discussed. Included are 31 figures of summary data, and 9 attachments with additional data on test results and technical information. (SLD)

ED 352 371 TM 019 254

Barrett, Thomas J.
Implementation of an Integrated Language Arts Performance Assessment in a Large Urban School District: Technical Issues in Aggregating and Reporting Results.
PUB DATE- Apr 92
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Elementary Education; Elementary School Students; Equated Scores; *Integrated Activities; *Language Arts; Reading Achievement; Reading Tests; Scaling; School Districts; School Surveys; Scoring; *Student Evaluation; Test Reliability; *Test Validity; Urban Schools; Weighted Scores; *Writing Evaluation
IDENTIFIERS- Aggregation (Data); Alternative Assessment; *Performance Based Evaluation; *Riverside Unified School District CA

This study assessed how some key measurement issues were considered in the context of a specific integrated reading and writing assessments conducted at each of seven grade levels in the Riverside (California) Unified School District. Data are reported for the following parameters: (1) test reliability; (2) test validity; (3) scoring; (4) scaling; (5) weighting; and (6) equating. Issues are considered in light of validity criteria proposed by R. L. Linn (1991). In general, reliability and validity reported for the assessment are encouraging, although test-retest reliability estimates and generalizability coefficients would add to evidence for the generalizability of the assessment. Evidence is also presented from teacher surveys

What Must Postsecondary Education Provide To Meet Individual
Student Expectations? Colorado Commission on Higher Education
Master Plan Background Paper.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indians; Asian Americans; Black Students; College Students; Enrollment; Enrollment Influences; Enrollment Projections; Enrollment Rate; *Enrollment Trends; Expectation; Females; Higher Education; Hispanic Americans; *Long Range Planning; *Nontraditional Students; Rural Areas; School Demography; State Colleges; State Universities; Student Needs; Trend Analysis; Urban Areas
IDENTIFIERS- *Colorado

This paper looks at meeting Colorado student expectations of higher education by looking at demographic trends within Colorado's current undergraduate student population and some of the factors that may influence future student needs. Section I looks at the state's student population and notes that, though nationally 33 percent of undergraduates are traditional students, in Colorado 52 percent are still traditional with only rural areas of the state experiencing an increase in nontraditional students and a decrease in traditional student populations. This rural population has influenced a statewide shift toward more nontraditional students. Among racial and ethnic groups the Hispanic and White student populations increased while the Black, Native American, and Asian representation in the total student population remained relatively constant. An increase in the number of women in undergraduate study came primarily among nontraditional students in urban and rural areas. The largest increase in part-time students occurred among the traditional age rural population. Also the state population as a whole is expected to increase by nearly 10 percent by 2001. Implications of these trends are that the state must adjust the provision of educational opportunities to be more responsive to the needs of the student population. A conclusion notes some specific programs and initiatives that have already been successful. (JB)

ED 351 934 HE 025 995

Education by Chance or by Choice: Challenges and Options Facing
Colorado Postsecondary Education as It Prepares To Enter the
Twenty-First Century. Colorado Commission on Higher Education
Master Plan Background Paper.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; *Educational Finance; Educational Trends; *Enrollment Trends; Financial Problems; Graduate Students; Higher Education; *Long Range Planning; State Aid; *State Colleges; *State Universities
IDENTIFIERS- *Colorado

This paper looks at current trends in higher education nationally and in Colorado. It offers projections for the future to assist the development of possible strategies and directions for higher education in the early 21st Century. Opening sections look at higher education broadly noting the Colorado vision statement for postsecondary education, the current public general education. These characteristics provide that: (1) student needs and learning experience take precedence over subject matter; (2) courses form a coherent whole, integrated either through disciplines, themes, content, skills, ways of knowing, modes of teaching and learning, or a combination of these; (3) core courses emphasize discussion and group problem-solving; (4) learning is not restricted to the classroom; (5) core courses offer the study of many types of original materials, not only great books; (6) core course emphasize practice over subject matter in the disciplinary arts as they are applied to original sources; (7) core programs weave common elements together for common reflection and discussion; and (8) almost without exception, core curriculum involves a special program of faculty development. The paper concludes that a short simple definition of core curriculum is largely unobtainable, since the features that distinguish core curriculum show a complicated network of similarities characterized by many overlapping qualities. Contains 25 references and a list of works cited. (GLR)

ED 351 952 HE 026 014

Sudermann, David P.
Choices and the Issue of Quality in the Design of Text-Based Core Programs.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Curriculum; *Core Curriculum; Curriculum Design; *Curriculum Development; *Educational Planning; Educational Quality; Higher Education; Program Development; *Undergraduate Study

This paper describes certain fundamental realities and choices that planners and teachers of core curricula at the college level must take into account in order to devise programs of quality and integrity. Six common sense realities and the choices they demand are presented and discussed. First, core programs must avoid reducing the teaching and learning process to the level of content while ignoring the inquirers and the means of inquiry. Second, a comprehensive core design holds in mind the function of each of many components while linking them together into a unit. Third, a philosophy of the core program being created needs to be developed to guide decision making through a set of coherent and compelling principles. Fourth, planning and teaching a core curriculum should be accepted as a scholarly project of the highest, most demanding order, requiring thoughtful inquiry, systematic research, reflection on method, and clear expression. Fifth, it must be accepted by academic deans and others that building a core curriculum requires great effort and time on the part of administration and staff. Sixth, educational quality should not be sacrificed by restricting the core programs too greatly (for example, to less than six semester courses) or bloating the program to the point where it becomes unworkable, thus sacrificing educational quality. (GLR)

ED 351 953 HE 026 015

Gill, Wanda E.

Local Government; Medical Services; Minority Groups; *Professional Services; *Service Occupations; Services; Service Workers; State Government

This research brief reviews the literature concerning recent trends in the service-producing sector of the economy and to speculate on the implications for higher education. An opening section offers highlights noting key facts and statistics and a general profile of service-producing industries. The first of three sections describes some of the major industries within the service-producing sector such as health services, business services, educational services, legal services, and social services. The second section describes government as a portion of the service-industry noting that in the 1980s federal responsibilities were transferred to state and localities, and that government is the third-largest employer within the service-producing sector. The third section looks at the general characteristics of the service-producing industries and covers areas of growth and characteristics of employment. A side bar section offers brief profiles of other large service industries: transportation, communication and utilities, retail and wholesale trade, and finance, insurance, and real estate. A final section reflects on implications for society as a whole and higher education in particular. Fifteen references are listed. (JB)

ED 351 972 HE 026 036

Andersen, Charles J.
Student Financial Aid: The Growth of Academic Credit's Other Meaning.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Finance; *Educational Trends; Federal Legislation; *Government Role; Grants; Higher Education; Loan Repayment; Parent Financial Contribution; Paying for College; Scholarship Funds; Scholarships; *Student Financial Aid; Student Loan Programs; Work Study Programs
IDENTIFIERS- Guaranteed Student Loan Program; Pell Grant Program; Stafford Student Loan Program

This monograph presents a history of developments in major student financial aid programs over the past 20 years. An opening section offers highlights of the topic. The article goes on to look at types of student aid, categorized as grants, loans, and work study. An examination of the effects of inflation shows that even taking into account inflation's effect, there has been major growth in the amount of grants and loans made in the past 20 years. Also reviewed are the major acts of legislation establishing the Pell and Stafford programs in the 1970s. Using data from two recent surveys, information on individual awards is also presented. Other information provided by higher education institutions themselves on student aid is reviewed. A final section looks closely at the guaranteed student loans offered by the federal government and discusses the limitations of this program in light of rising default rates. A conclusion reviews the implications of the information noting that expenditures for student aid will probably grow rapidly in the future and that the continued reliance on borrowing for higher education appears to represent a break from past attitudes about the balancing of individual, familial, and societal benefits from higher education. Six

Higher Education Initiative" (Peter Wright). Contains an index. (GLR)

ED 351 991 HE 026 059

Massy, William F., Ed.; Meyerson, Joel W., Ed.
Strategy and Finance in Higher Education. Surviving the '90s.
PUB DATE- 92
NOTE- 109p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Budgeting; Case Studies; *College Administration; *College Planning; College Presidents; Educational Change; *Educational Finance; Enrollment; Essays; *Financial Problems; Governing Boards; Higher Education; Institutional Evaluation; Long Range Planning; *Strategic Planning
IDENTIFIERS- Stanford University CA; University Of Michigan

This book provides a new look at educational management in the face of mounting financial pressures. The demands for accountability that today's university administrators must face require them to apply the sophistication of modern business and institutional management while preserving the expensive and often difficult-to-measure contributions of scholars and teachers, and the essays in the book show how seven key players in the current educational crises have achieved this balance. The book begins with a discussion of what "strategy" means in a university setting, explaining the perspective of three primary players: the board, the president, and the senior financial staff. Next, it takes an in-depth look at the planning process at two major institutions - Stanford University and the University of Michigan. The book then examines a new way of assessing how well institutional planning and change are working, and shows how financial practices can be linked with strategic direction to maintain the quality and independence of higher education. The book's seven essays and their authors are as follows: "The Role of the Board" (Richard Chait); "The Role of the President" (Nannerl O. Keohane); "The Role of the Chief Financial Officer" (Michael Finnerty); "The Michigan Experience" (Gilbert R. Whitaker Jr.); "The Stanford Experience I: The Administrative Process" (Susan M. Shaffer); "The Stanford Experience II: The Financial Process" (Timothy R. Warner); and "Market and Credit Perspectives" (Ann L. Sowder). (GLR)

ED 351 992 HE 026 060

Spitzberg, Irving J., Jr.; Thorndike, Virginia V.
Creating Community on College Campuses. SUNY Frontiers in Education Series.
PUB DATE- 92
NOTE- 233p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Freedom; Academic Standards; Campuses; *College Environment; College Faculty; Colleges; College Students; *Community Development; Crime; Drinking; *Educational Quality; Ethnic Groups; Females; Fraternities; Higher Education; Minority Groups; Multicultural Education; Sororities; *Student College Relationship; *Teacher Student

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Distance Education; Educational Planning; *Educational Policy; *Educational Technology; Educational Television; Elementary Secondary Education; Long Range Planning; National Surveys; Research Needs; School Support; *State Departments of Education; *Teacher Certification; Telecommunications; Television Teachers
IDENTIFIERS- *Policy Research

There is at present an unusually high degree of interest among educators and educational policy makers in the possibilities of improving and expanding elementary and secondary education by incorporating some forms of distance education into traditional schooling. However, no procedures and little funding have been provided for research to find out what issues states consider important, what policies they have implemented or intend to implement, or what the opinions are among policy makers about the future of distance education in the schools. An issue raised by the Office of Technology Assessment in 1989 ("Linking for Learning: A New Course for Education") has to do with the certification of teachers involved in distance education programs, as the teacher certification process varies from state to state, and at times among universities and colleges within a particular state. A survey of chief state school officers in the United States, including the District of Columbia, was conducted in 1990 for the Corporation for Public Broadcasting (APB), Organization of State Broadcast Executives (OSBE), and the Southern Educational Communications Association (SECA). Questions were asked regarding state-level involvement in distance education and teacher certification issues. Responses from 41 states (response rate 80%) provided an overview of activity and opinion. These responses are discussed in the context of individual questions in each of the two areas, and it is concluded that, although there is a continuing need for research and education of policymakers, the majority of states appear to recognize the opportunities that exist for distance education through telecommunications, and that they are exploring ways to make education more available through technology. Responses from the individual states to each of nine questions are tabulated in the appendix. (Contains 7 references.) (ALF)

ED 352 010 IR 015 839

Establish a Baseline for Planning and Growth. Focus on Program Evaluation. Technology Report 92-114.
PUB DATE- 2 Jun 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audiovisual Aids; Broadcast Television; Computer Assisted Instruction; Computer Networks; *Computer Uses in Education; Consultants; Educational Administration; *Educational Planning; Educational Policy; *Educational Technology; Elementary Secondary Education; Formative Evaluation; Long Range Planning; Microcomputers; *Occupational Information; Program Budgeting; *Program Evaluation; Staff Development; Summative Evaluation; Telecommunications
IDENTIFIERS- Des Moines Public Schools IA; Fiber Optics; Mid Iowa Computer Center

This evaluation focuses on the use of computers, telephones, Two written surveys, the grades and attendance records of all participating students, and statistics for their classes were examined. The results of the evaluation indicated that advanced computing and telecommunications technology can be placed in the homes of students and used successfully in their education; communication is both the key and first step towards enlarging parents' interest and participation in their child's education; willing teachers and technologies can extend the school day and do away with the physical limitations of being present in order to provide help and answer questions; and schools need to take the time to learn about the potential partnerships between school, business and community that are necessary to make educational reform possible. Two project-related papers are appended: "School Structured Computer Learning Activities and Participation in Out-of-School Structure Activities," which was accepted for publication in the Journal of Research on Computing in Education, and "Causes Underlying Minimal Parent Involvement in the Education of Their Children," which was accepted for presentation at the 1992 meeting of the Mid-Western Educational Research Association. Both papers include references. (ALF)

ED 352 030 IR 015 877

Fine, Carole S.; Friedman, Lawrence B.
National Geographic Society's Kids Network in Iowa, 1990-1991. Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC.; Roy J. Carver Charitable Trust, Muscatine, IA.
PUB DATE- 1 Jun 91
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Networks; Cooperative Learning; Critical Thinking; Educational Technology; Elementary Education; Geography Instruction; Global Approach; Inservice Teacher Education; Interdisciplinary Approach; *Program Evaluation; Questionnaires; School Surveys; *Science Instruction; Scientific Methodology; Student Research; *Telecommunications
IDENTIFIERS- Iowa; *National Geographic Kids Network; National Geographic Society; Networking

This report is the result of an independent evaluation of a project conducted during the 1990-91 school year with 56 teachers and over 1,800 students from 28 elementary schools in Iowa. The goals of the project were to demonstrate the effectiveness of new technology to improve science and geography instruction at the elementary level; train teachers in the use of technology; and encourage the dissemination and use of the National Geographic Society's Kids Network (KN) program, a telecommunications-based science program designed for students in grades 4-6. Kids Network, which is designed to foster critical thinking, recommends cooperative grouping for research and problem solving; promotes an interdisciplinary approach to science; allows students to conduct original research in the context of their community; and links students with teammates throughout the United States, Canada, and the world. The overview and introduction to the study include descriptions of the project, the network, the participants, and the significance of the project. The report also describes the study design and methodology; reports the findings; and provides a summary of the project and recommendations. It is concluded that this project was a success for the Iowa teachers

NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Communications Satellites; *Distance Education; Educational Television; Elementary Secondary Education; Guidelines; Interactive Video; *Program Evaluation; School Surveys; Staff Development; State Programs; State Surveys
IDENTIFIERS- *Virginia Satellite Educational Network

This paper describes the Virginia Satellite Educational Network (VSEN) and reports the results of an assessment of the program. The purpose of the VSEN, which was developed after the 1988 approval of the Governor's Educational Technology Initiative, is to meet the educational needs of Virginia students, especially in small and rural areas, and to bridge any educational disparities between localities. The paper begins by describing VSEN courses as "live," 50-minute, one-way video, two-way audio interactive presentations that include credit courses for students, staff development programs, and special course offerings. General guidelines, licensure standards, and guidelines for instructors and support staff are also provided. It then reports on a survey of all high school and middle school principals and counselors in Virginia which was conducted in 1991-92 to rate VSEN distance learning classes and other major satellite course providers. Responses on the 452 questionnaires returned are analyzed, and the results are reported. These results provide information on which distance learning providers are used; the frequency and nature of technical difficulties; the kinds of personnel involved in receiving programs; and the geographical distribution of local participants. Discussions of facilitator problems and their training needs and the strengths of distance learning conclude this report. (KRN)

ED 352 047 IR 054 269

Butler, Robert W.
Preservation of Library Materials. Agri-Topics No. AT 92-01.
PUB DATE- Oct 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Books; Information Sources; *Library Materials; Maps; Microforms; National Libraries; Optical Data Disks; Paper (Material); Periodicals; *Preservation; *Reference Materials; Special Libraries; Videotape Cassettes
IDENTIFIERS- Brittle Books; National Agricultural Library MD

This bibliography lists 64 items on the topic of preservation of library materials that are held by the U.S. Department of Agriculture's National Agricultural Library (NAL). The items include books, reports, periodicals, and audiovisual media. The bibliography was presented for NAL staff, who are responsible for the 2 million volumes of books, reports, proceedings, journals, maps, photos and other items in the collection. A description of document delivery services provided to individuals and a list of electronic mail addresses for requesting interlibrary loans are included. (KRN)

ED 352 048 IR 054 270

Marketing, Fees and Volunteers: A Selective Bibliography. ALIC Bibliography No. 9.

children and young people; (6) commissioning papers by practitioners and researchers in the library field; (7) co-sponsoring a national conference, "Libraries and the National Goals," in 1993; (8) spotlighting innovative libraries and library programs; and (9) assisting librarians in working within their communities. More information about the AMERICA 2000 Library Partnership can be obtained by calling 1-800-USA-LEARN. (ALF)

ED 352 066 IR 054 430

Brandhorst, Ted, Ed.
ERIC Administrative Bulletin (EAB), January 1988-January 1993.
SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.
PUB DATE- 93
NOTE- 1,938p.; For earlier EAB volumes, see ED 288 562. The EAB is issued every 2-3 months, depending on available material. This compilation includes the 21 issues published during the 5-year period January 1988-January 1993.
LANGUAGE- English
EDRS Price- MF17/PC78 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - General (130)
DESCRIPTORS- *Clearinghouses; *Databases; Information Dissemination; Information Services; *Information Systems
IDENTIFIERS- *ERIC

The ERIC Administrative Bulletin (EAB) is the internal "house organ" of the Educational Resources Information Center (ERIC), the nationwide bibliographic information system covering the educational literature. ERIC is sponsored by the Office of Educational Research and Improvement (OERI) within the U.S. Department of Education. The EAB is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by the ERIC Clearinghouses and other components of the ERIC system. All EAB articles are reviewed and approved by the ERIC Program Office before publication. The EAB is distributed solely within the ERIC system (approximately 20 contractors) and is intended as an internal newsletter or journal of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, "ERIC Processing Manual" revisions, etc.). Major categories for announcements are: Action Items; Network News; Vendors News, International News; Personnel; Clearinghouse Publications; Meetings Participated In. All new forms and all major reports commonly are included as attachments to EAB issues. (WTB)

ED 352 067 IR 054 431

ERIC Users' Interchange, February 1988-March 1993.
SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.
PUB DATE- 93
NOTE- 233p.; Formerly titled "Interchange". For previous issues, see ED 233 745. No issues were published during the 5-year hiatus July 1983-February 1988. This compilation includes the 8 issues published during the 5-year period February 1988-March

Ministry of Colleges and Universities, Toronto.
PUB DATE- Mar 89
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Faculty; College Role; *Community Colleges; Educational Assessment; Employment Practices; Excellence in Education; *Faculty Development; Organizational Development; Participant Satisfaction; Professional Continuing Education; Professional Development; *Staff Development; State Surveys; *Teacher Improvement; Two Year Colleges
IDENTIFIERS- *Ontario Colleges of Applied Arts and Technology

In 1987, a review of Ontario's community college system was initiated to assess the system's present human resource development practices and plan future directions. A field-based study was conducted to identify and assess current human resource development efforts, identify areas for improvement, and suggest possible future directions. Through consultations with a systemwide sample of 376 staff, faculty, administrators, and members of boards of governors, perceptions relating to human resource development programs and practices in the Colleges of Applied Arts and Technology were collected. Most participants felt that they were valuable assets to their institutions; that there was a commitment to employment equity approaches in recruitment, development, and employment of staff in most colleges; and that staff appreciated encouragement from managers to keep their skills up to date. Respondents felt that dramatic improvement was needed in institutional planning for change, recognition for staff development and reward for innovation, cooperation between staff and managers for setting of performance objectives, managerial support of employee achievement, training of staff for job functions, and development staff for future promotions and succession planning. Overall, respondents felt that each college should: (1) highlight employee development in a clear statement of mission; (2) have new staff orientation and opportunities for career development; (3) plan effectively for change; (4) reward innovation; (5) hold managers accountable for providing development opportunities for staff; and (6) cultivate an environment which provides constructive challenges and opportunities for staff creativity. A list of recommendations and suggested human resource development practices are included. (MAB)

ED 352 084 JC 930 004

Giroux, Roy F., Ed.; Mezei, Katherine E., Ed.
Exemplary Practices in Staff and Program Development.
SPONS. AGENCY- Ontario Council of Regents, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.
PUB DATE- 90
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; Articulation (Education); College Administration; College Faculty; *College Programs; Computer Uses in Education; Cooperative Programs; Demonstration Programs; *Educational Change; *Educational Innovation; *Faculty Development; Foreign Countries; Program Descriptions; *Program Development; School Business Relationship; Special Needs Students; *Staff Development; Student Personnel Workers;

Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; *College Transfer Students; Community Colleges; Higher Education; High Schools; *Intercollegiate Cooperation; Program Descriptions; State Surveys; *Transfer Policy; Two Year Colleges; Universities
IDENTIFIERS- *Illinois

Designed to assist college officials in developing and revising articulation agreements, this report describes specific program articulation efforts between Illinois high schools, community colleges, and public and private universities. Data presented were drawn from a survey of 102 public and private community colleges, which resulted in 94 responses identifying 45 articulation agreements in place among responding institutions. Following an introductory discussion of articulation, the report reviews 11 articulation agreements, providing the names and addresses of contact persons. Among the programs described are: (1) a student handbook from Belleville Area College, providing high school vocational students with information on program requirements and appropriate courses in six programs; (2) an agreement between Richard J. Daley College, Triton College, and DePaul University to help minority and adult students achieve a baccalaureate degree; and (3) an agreement between Rend Lake College, area high schools, and Southern Illinois University at Carbondale to articulate curricula from grade nine through the baccalaureate level. Finally, the report examines the following features common to many of the articulation agreements described: transfer and articulation agreements as an institutional priority; delineation of admission, program, and other requirements; maintenance of agreements and obligations to inform students; diversity in program options and student services; and support for agreements through educational guarantees of transfer credit. (PAA)

ED 352 101   JC 930 032

Report on Transfer Articulation Activities at Illinois Colleges and Universities.
PUB DATE- Oct 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ancillary School Services; *Articulation (Education); College Transfer Students; Community Colleges; Comparative Analysis; Educational Planning; Followup Studies; Higher Education; *Intercollegiate Cooperation; Private Colleges; School Surveys; State Universities; *Transfer Policy; *Transfer Programs; Two Year Colleges
IDENTIFIERS- *Illinois

In December 1991, a survey was conducted of transfer coordinators at all public and private two- and four-year colleges and universities in Illinois to determine the current status of transfer articulation services and activities. Follow-up surveys and telephone contacts resulted in usable data from 12 public universities, 36 private colleges and universities, 49 public community colleges, and 5 private two-year colleges. Study findings included the following: (1) 9 public universities and 16 private colleges and universities provided community colleges with detailed course-to-course equivalency guides; (2) 35 community colleges had developed articulation handbooks, and 41 had developed program articulation guides for transfer students; (3) all 12 public universities and 5 private

SPONS. AGENCY- Pennsylvania State Dept. of Public Welfare, Harrisburg.
PUB DATE- Jun 91
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Comparative Analysis; Educational Facilities; Elementary Education; Financial Support; Followup Studies; Public Education; Questionnaires; *School Activities; *School Age Day Care; School Districts; *School Involvement; Student Transportation; Surveys
IDENTIFIERS- Child Care Needs; Pennsylvania (Bucks County); Pennsylvania (Chester County); Pennsylvania (Delaware County); Pennsylvania (Montgomery County); *Pennsylvania (Southeast)

This document reports the results of a 1991 survey of school administrators that was conducted to gather information on school-age child care, and school district involvement in such care, in Bucks, Chester, Delaware, and Montgomery Counties in Pennsylvania. Results indicated that 93 percent of school districts had provider-operated child care programs and 6 percent had district-operated programs. Transportation to child care sites was provided by 84 percent of school districts. Barriers to the implementation of child care programs which were most frequently cited by administrators were lack of space, lack of funding, and inadequate transportation. These results are compared to those of a similar 1989 survey. In general, an increase in public school involvement in school-age child care was evident. The bulk of the document consists of presentations of survey results by county. For each of the four counties, countywide survey results are summarized and survey results for individual school districts within the county are highlighted. Appendices include a description of survey goals and methodology, and copies of the pretest and final questionnaires for district superintendents and school principals. (BC)

ED 352 119 PS 020 810

Billings, Sheila K.
Occupational Sex-Role Stereotyping in Elementary Students.
PUB DATE- 20 Jul 92
NOTE- 55p.; Master's Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Age Differences; Elementary Education; *Elementary School Students; Family Income; Family Structure; Grade 2; Grade 4; Grade 6; *Nontraditional Occupations; Outcomes of Education; Parent Background; Questionnaires; *Sex Differences; *Sex Stereotypes; *Student Attitudes

A study conducted at Oberlin Elementary School, in Oberlin, Kansas, considered the effects of gender, family structure, parents' socioeconomic status (SES) and education, and grade level on students' tendency to stereotype occupations by sex. The study sample included 164 elementary school children, including 53 second graders, 62 fourth graders, and 49 sixth graders. In the sample, 73 children were girls and 91 boys. The students were asked to indicate for 30 occupations whether men only, women only, or both women and men could do the job. The study found that second graders had significantly higher sex-stereotyping scores than sixth graders. Girls with low SES parents had higher sex-stereotyping scores than girls with high

DESCRIPTORS- *Bicycling; Children; *Child Welfare; Federal Legislation; *Incentive Grants; Local Government; Safety Education; *Safety Equipment; State Programs; *Traffic Safety
IDENTIFIERS- *Bicycle Helmets; Proposed Legislation

Senate Bill 3096 (S. 3096), the Bicycle Helmet Promotion Act, provides incentive grants to state and local governments that seek to promote the use of bicycle helmets by children under the age of 16. Between 1984 and 1988, a total of 4,815 Americans died and 2,830,475 suffered injuries requiring hospitalization as a result of accidents that occurred while riding a bicycle. Children under the age of 15 suffered 41 percent of the cycling-related deaths from head injuries and 76 percent of all cycling-related head injuries. The overwhelming majority of the cycling-related deaths and injuries could have been prevented by the use of protective bicycle helmets. However, only 5 percent of children wear a helmet while cycling. In recent years, states and localities have undertaken some efforts to encourage or require the use of bicycle helmets by children. An appropriate role for the Federal Government is to encourage these efforts, while affording states and local governments wide latitude in addressing this safety issue. Specifically, S. 3096 establishes a safety grant program to be administered by the National Highway Transportation Safety Administration to provide funds for the enforcement of a law that requires children to wear approved bicycle helmets; to assist children to acquire helmets; or to develop and administer a program to educate children on the importance of wearing helmets. The bill would authorize appropriations for this purpose of $2 million for fiscal year (FY) 1993, $3 million for FY 1994, and $4 million for FY 1995. (AC)

ED 352 139 PS 020 913

Butchee, Brenda, Ed.; And Others
For Parents' Sake: A Survival Kit for Parents and Kids. Volume II: Tips for Parents.
PUB DATE- 92
NOTE- 34p.; For Volume I, "Knowing What To Expect," see ED 341 466. Photographs and colored illustrations will not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aggression; Behavior Problems; *Child Development; *Child Rearing; Communication Skills; Homework; Interpersonal Competence; Parent Attitudes; *Parent Child Relationship; *Parenting Skills; Parent Materials; Peer Relationship; *Problem Solving; Punishment; *Self Esteem; Siblings
IDENTIFIERS- *Family Communication

Developed by the Oklahoma State Department of Health, this booklet is the second in a series that provides tips that parents can use to help their children grow. The booklet is divided into three sections. The first section, "Getting Along as a Person," discusses a child's self-esteem, self-concept, and self-control, and suggests ways for parents to help their children feel good about themselves. This section also focuses on the consequences of behavior and on the concept of time out as a way to remove children from a situation until they can control their behavior. The second section, "Getting Along as a Family," addresses family problem solving, family communication, siblings, family routines, and discipline in body of knowledge about learning and instruction. An abstract is provided for most items. Each publication addresses one or more of 16 research topics: (1) learning and instruction; (2) structures of knowledge, including concept development and the role of prior knowledge in learning; (3) assessment; (4) education reform; (5) school subjects, including mathematics, science, literacy-related subjects, such as reading, and social sciences; (6) reasoning; (7) technology; (8) group processes; (9) memory; (10) concept acquisition; (11) developmental psychology; (12) language and communications processes; (13) skill and expertise; (14) social and cultural influences on learning; (15) texts; and (16) classroom teaching. (BC)

ED 352 158 PS 020 944

Paulu, Nancy; Greene, Wilma P., Ed.
Helping Your Child Get Ready for School, with Activities for Children from Birth through Age 5.
PUB DATE- Oct 92
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Development; Child Development; Cognitive Development; Games; *Infants; *Learning Activities; Parent Materials; Parent Participation; *Parents as Teachers; Physical Development; Play; *Preschool Children; Preschool Education; *School Readiness; *Toddlers

This booklet suggests ways for parents to help their preschool children grow, develop, and have fun learning. A brief opening section called "Learning Begins Early" provides a general context for the book. The second section, on what it means to be ready for school, describes the qualities and skills that youngsters need to get a good start in kindergarten. This section focuses on health and physical well-being, social and emotional preparation, language, and general knowledge. The third and longest section of the booklet describes a variety of suggested activities grouped by age: birth to 1 year; 1 to 2 years; 2 to 3 years; 3 to 4 years; and 4 to 5 years; each group begins with a set of age-appropriate tips and suggestions under the headings, "What to do," "What to expect," and "What they need." Activities for infants focus on developing trust and helping babies understand their world by means of touch and sight. Activities for 1- to 2-year-old children involve shopping, sock and finger puppets, and ways to develop motor skills. Activities for 2- to 3-year-olds include reading aloud, making music, and playing with dough. The part for 3- to 4-year-olds offers popular recipes, suggests art activities, and describes ways to turn chores into learning games. Activities that introduce hands-on mathematics and develop language skills are described in the part for 4- to 5-year-olds, which also offers advice on teaching children to get along with others. The fourth and last section of the booklet offers advice on what parents can do to make school seem a friendlier place both for the parents and for the child who is about to enter it for the first time. Finally, a set of appendices offers guidelines for forming good television habits and choosing child care, provides a ready-for-school checklist, suggests community resources, and lists books for both parents and preschoolers. (AC) children and women continue to die from preventable diseases, the most serious of which is AIDS. Nutritional and educational resources in ESA need to be strengthened in order to help women and children better survive. Urbanization, war, abuse, and neglect have also taken their toll on children in many ways. In ESA, even at current depressed levels of growth, there remains untapped potential for gains in human development. Government spending can be made more efficient by reordering priorities away from the military and toward social programs, while ESA governments themselves can encourage more popular participation in development. Extensive tables present statistics on issues relating to the lives of women and children in ESA. An 86-item reference list is provided. (MDM)

ED 352 174   PS 020 971

O'Brien, Pamela J.
Easing Transitions in a Private Child Care Setting through Workshops, Conferences, and Follow-Up Activities with the Cooperation of Teachers and Parents.
PUB DATE- 92
NOTE- 74p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Check Lists; *Child Caregivers; Child Rearing; *Day Care; Early Childhood Education; Parent Child Relationship; Parents; *Parent Teacher Cooperation; *Parent Workshops; Program Effectiveness; Separation Anxiety; Staff Development; Teacher Behavior; *Teacher Workshops; Young Children
IDENTIFIERS- Caregiver Child Relationship; Child Behavior; *Transitional Activities; *Transition Time

This practicum report describes an intervention to improve children's experiences of transitions to and from a day care center and from one activity to another throughout the day. Training workshops for parents and staff were held for 32 weeks. The purpose of the training, which included lectures for large groups and meetings for small groups, was to improve the consistency and effectiveness of adult-child interactions during transition times. Evaluations completed by staff and parents identified the 10 children who experienced the greatest adjustment problems during transition times. Pre- and postintervention ratings of children by parents and staff indicated that the number of proactive behaviors of the 10 selected children increased over the course of the intervention. Parents reported fewer stressful incidents with their children after the training than before the training. Staff reported a greater use of strategies to help children adjust to transitions after the intervention than before the intervention. A reference list of 71 items is provided. Appendices include pre- and postintervention rating scales for parents and staff, a description of a school policy on children's separation from their parents, a list of strategies to help children adjust to transitions, and a list of 65 references concerning transition times in children's lives. (BC)

ED 352 175   PS 020 972

Obiakor, Festus E.
At-Risk Youngsters: Methods That Work.
PUB DATE- 7 Nov 92
NOTE- 15p.; Paper presented at the Annual Conference of the Tennessee Association on Young Children (Nashville, TN, November 7, 1992).

sample of a completed form reporting findings of an agency self-study are provided for each component. The third section discusses the agency self-study process and the program quality review process. This section emphasizes the importance of self-study and illustrates the steps needed to follow the self-study and quality review processes. An appendix includes an agency self-study worksheet, a form for summarizing findings of an agency self-study, a program self-study report form, a quality review worksheet, a form for reporting the results of a quality review, and a form for describing an agency action plan. (MM)

ED 352 193 PS 021 003

Lally, J. Ronald, Ed.; And Others
Language Development and Communication: A Guide. Infant/Toddler Caregiving Series.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 92
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Bilingualism; Caregiver Speech; Child Caregivers; Child Development; *Child Language; Cultural Influences; *Infants; *Language Acquisition; *Language Enrichment; Language Research; Language Skills; Oral Language; Preschool Children; Preschool Education; *Toddlers; Verbal Development

One of several guides developed by the California Department of Education for caregivers in centers and family child care homes, this guide offers information based on current theory, research, and practice that will support the language development and communication of infants and toddlers and their families. Each of the five sections focuses on either a particular developmental period or on the impact of culture on early language development and communication. Taken as a whole, the sections underscore the importance of providing flexible and individualized caregiving based on the child's developmental level and the family's linguistic and cultural heritage. Following an introduction and statement of the series' philosophy, the first three sections discuss the developmental capabilities of the young, mobile, and older infant. Sections four and five discuss the impact of bilingualism and culture on the early development of infant language and communication. All five sections describe appropriate practices; provide questions for caregivers to ask themselves; and list references and resources. (HTH)

ED 352 194 PS 021 004

Status of School Age Child Care or Extended Day Programs in Minnesota Schools.
PUB DATE- Dec 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *After School Programs; Ancillary School Services; Elementary Education; *Extended School Day; Fees; Financial Support; *Public Schools; *School Age Day Care; School Surveys; Standards; State Surveys
IDENTIFIERS- *Minnesota

This report is based upon survey responses from 139 school rated all parent-child pairs on a Parent-Child Interaction Checklist (PCIC) that was devised to measure differences in parent-child interaction. It was found that single parents received significantly higher scores than parents in two-parent families on all measures of quality and quantity of reunion interaction. These measures were quality of emotional interaction, amount of physical interaction, amount of verbal interaction, and amount of time spent with the child. These findings challenge the conventional notion that single parents have less time and energy to devote to their interactions with their children than parents in two-parent families. An appendix compares the scores of the single parents and parents in two-parent families on the PCIC measures. (MDM)

ED 352 214 PS 021 077

Struck, Linda M., Comp.
Assistance for Child Care Providers in Recognizing and Reporting Child Abuse and Neglect. The Mandated Reporter Assistance Series.
PUB DATE- 92
NOTE- 49p.; Adapted from material developed by the National Center on Child Abuse and Neglect, Office of Human Development Services, U.S. Department of Health and Human Services, and other state departments of Human Services.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Abuse; Child Caregivers; *Child Neglect; Community Services; Day Care; Elementary Education; Hotlines (Public); *Identification; Legal Responsibility; Preschool Education; *Sexual Abuse; Social Services; State Legislation; State Programs; *Teacher Responsibility
IDENTIFIERS- *Child Abuse and Neglect Reporting; *Virginia

This booklet is designed to help child care providers recognize and report cases of child abuse and neglect that come to their attention. The first section of the booklet provides legal definitions of abuse and neglect according to Virginia law, and lists indicators of physical abuse, physical neglect, sexual abuse, and emotional maltreatment. The second section examines questionable situations, describing the difference between abuse and discipline, corporal punishment, and situations that are not considered abuse or neglect under the law. The third and fourth sections discuss how and when suspected child abuse or neglect should be reported, and examine some of the implications of such reports, including the legal penalties for not reporting suspected child abuse and neglect. The fifth and sixth sections discuss techniques of responding to the child who reports being abused or neglected, and some of the actions that social service agencies take in investigating cases of suspected abuse. An appendix summarizes actions that social service agencies take when child care personnel are alleged to have abused or neglected children under their care, and provides the telephone numbers of local departments of social services at the county and city level in Virginia. (MDM)

ED 352 215 PS 021 078

Struck, Linda M.
Assistance for Educators in Recognizing and Reporting Child Abuse and Neglect. The Mandated Reporter Assistance Series.

PUB DATE- 92
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; American Indian Education; American Indian History; American Indians; Class Activities; Cultural Awareness; *Cultural Education; Ethnic Stereotypes; *Females; Intermediate Grades; *Learning Activities; Reading Materials; Secondary Education; Sex Bias; Sexism in Language; *Sex Role; *Sex Stereotypes
IDENTIFIERS- Native Americans

This two-part guide frames gender equity lessons within the context of Native American history and culture, thereby increasing student awareness and knowledge in these key equity areas as they study U.S. history and social studies. Part 1, "Understanding Gender Equity," describes activities that increase student understanding of general gender equity issues: sex-role stereotypes, effects of biased language, the relationship between stereotypes and prejudice, stereotypes in the media, and students' own assumptions and prejudices. Part 2, "Stories That Teach Gender Equity," uses focused student readings and activities to prompt student thought and discussion on cultural and gender roles. Emphasizing critical thinking and cooperative learning, lessons lay out measurable objectives for teachers and include lessons plans, procedures, handouts and worksheets, teacher background information, and evaluation tools. Lessons focus on Cherokee leaders Nanyehi' (Nancy Ward) and Wilma Mankiller; the Kaw (Kansa) initiation rite, a survival test for boys and girls; the Osage ballerina Maria Tallchief; traditional roles of Indian women and their part in the tribal decision-making process; a drama in which four teenage girls discuss major life decisions; and a story of a day in the life of a dysfunctional family. (SV)

ED 352 234 RC 018 884

The University of Texas at Austin Migrant Student Program Receiving School Guide.
PUB DATE- Mar 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Correspondence Study; Credit Courses; Credits; Higher Education; High Schools; Independent Study; Instructional Materials; *Migrant Education; Migrant Youth; Secondary School Curriculum; Study Guides
IDENTIFIERS- *University of Texas Austin

This receiving school guide provides information on course materials and services available for migrant students through the University of Texas (UT) Migrant Student Program. The UT Migrant Student Program focuses on graduation enhancement by providing courses that meet the graduation requirements of Texas. Students earn high school credit by working on courses at their own pace in any location. The courses are specifically designed to match the learning needs of migrant students and fulfill Texas curriculum requirements. The UT program offers study guides for correspondence courses that are written at a lower reading level and provide background skills. Credit for UT courses can be earned through correspondence courses, credit by examination, grading courses by the receiving school, or

PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Credit Courses; Degrees (Academic); *Educational Opportunities; *Environmental Education; Graduate Study; Higher Education; *Institutes (Training Programs); International Programs; Noncredit Courses; Nonschool Educational Programs; Postsecondary Education; Professional Training; *Training; Undergraduate Study

This periodic compendium of environmental training opportunities includes information about educational opportunities for noncredit, and undergraduate through postgraduate studies around the world. The areas of study include the following: environmental science; agriculture education and science; wildlife management; natural resources, land use, tropical resource ecology; maritime boundary elimination; environmental planning; international resource management and policy; environmental law; limnology; hydrology; urban development; environmental issues; environmental impact assessment; environmental technology; rural development; sustainable rural development; arid lands and pastoral development studies; science education; food microbiology; conservation education; and environmental engineering. The material is divided into the following sections: Training opportunities available in (1) Asia and the Pacific - four entries; (2) Africa - two entries; (3) Latin America and the Caribbean - one entry; (4) North America - eight entries; and (5) Europe - 23 entries. Addresses, dates, phone numbers, and sometimes fax numbers are provided along with a short description of each program, class offering or institution. (MCO)

ED 352 252 SE 052 769

Laws, Priscilla W.
Workshop Physics. FIPSE Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Dec 89
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Science; *Computer Assisted Instruction; Concept Formation; Higher Education; Microcomputers; *Physics; Program Descriptions; Program Evaluation; Science Activities; Science Curriculum; *Science Education; Science Instruction; *Science Laboratories
IDENTIFIERS- *Microcomputer Based Laboratories; Science Process Skills; *Workshop Physics PA

This document reports a project, entitled Workshop Physics, that involved the development and testing of introductory physics materials to enable instructors to abandon the traditional separation of lecture and laboratory in favor of a workshop format. The Workshop Physics courses emphasize cognitive development enhanced by direct experience and the use of microcomputers as tools for observations, data collection, and data analysis. Written materials developed for the project included workbook style activity guides that serve as textbook supplements for both calculus-based and non-calculus-based course sequences. In addition, microcomputer-based laboratory materials were developed. These included a series of electronic sensors; an RS-232 compatible microcomputer interface; and software packages for data collection on the Macintosh computer. Evaluation results have shown gains in student attitude and motivation as well as in specific conceptual

DESCRIPTORS- *Abstracts; College Science; Computer Assisted Instruction; *Content Analysis; Databases; Educational Research; *Educational Trends; Elementary Secondary Education; Environmental Education; Field Trips; Higher Education; Lecture Method; Problem Solving; Research Methodology; Research Tools; *Scholarly Journals; Science Activities; Science Education; Science Education History; *Science Instruction; Science Teachers; *Student Centered Curriculum; Teacher Education
IDENTIFIERS- ERIC Clearinghouse for Science Math Environ Educ; National Science Teachers Association

This paper describes research using the Educational Resources Information Center--ERIC database to conduct a content analysis of education journals for science teachers. The journals analyzed: "Science and Children" (S&C), "The Science Teacher" (TST), and "The Journal of College Science Teaching" (TJCST), are used by elementary school, high school, and college educators, respectively; and all are publications of the National Science Teachers Association. Journal abstracts were analyzed at 5-year intervals from 1970 to 1990 (n=782). Articles were assessed for their main focus and classified as either teacher-centered, student-centered, or neither. Articles were also assessed for science content. The third method of assessment looked at areas of potential interest to science educators. An instrument developed for the content analysis had an inter-rater reliability of 0.97. Results indicate all of the journals had a major trend for an increased percentage of articles on computer assisted instruction. Other major trends included a percentage decrease in S&C articles on environmental education, an increase in TST articles on the topic of space science, and an increase in TJCST articles on science and society and earth science. Biology was the most represented science content area in all of the journals. While lecturing is commonly used at all levels of instruction, this topic was not present in the S&C and TST sample. The authors conclude that testing and homework received inadequate coverage in S&C and TST, and student-centered instruction and science activities received the majority of coverage. (PR)

ED 352 271 SE 053 417

Wall, Guy; And Others
"Magic Day": Multi-Disciplinary, Multi-Sensory Awareness Gathered and Integrated into the Curriculum.
PUB DATE- Sep 92
NOTE- 35p.; For related document, see ED 164 458. Activity #15 and #45 contain small, dark, filled-in print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; Elementary Education; Field Instruction; *Field Trips; Inquiry; *Integrated Activities; Integrated Curriculum; *Interdisciplinary Approach; Language Arts; Learning Activities; *Map Skills; Mathematics Education; *Multisensory Learning; Outdoor Education; Reading Assignments; Science Education; *Social Studies; Teaching Methods; Writing Assignments
IDENTIFIERS- *Cemeteries; Historical Landmarks; Process Skills

This document contains a comprehensive set of activities that serve to integrate all the curricular areas commonly taught in elementary schools. The 45 activities are designed to encourage multi-disciplinary and multi-sensory learning experiences in a cemetery. In addition to their use in cemeteries, these field tested activities may also be appropriate for monuments, teachers with backgrounds in law-related education, were designed for teachers new to this area of the social studies curriculum. The lessons, which are organized by grade level, include the following information: author, time required, concepts/vocabulary, main ideas, instructional strategies, objectives, teacher background, materials and resources, procedures, handouts, evaluation, and enrichment. The lessons for kindergarten and first grade include the topics: Family rules; Assault and battery; Pleasant pets; How much should I take?; Endangered species: whales; Buckle up! It's the law; The three billy goats gruff get rebuffed; Litter bug busters; Vandalism hurts everyone; Ms. Mediator, the puppet; Does this belong to you?; The web of order; Child abuse is against the law; Who will take care of me?; Justice for all; Let's not kill the water; and Too much noise! The next set of lessons are for grades two and three: Bicycle safety for everyone; Litter -- it's a mess!; Man's best friend -- pet or pest; Responsible parents and children; Family rules, government laws; What did you call me?; Classroom constitution or we the people; The resolution tree; Save me!; Are you playing or breaking the law?; When you play on other's property, are you committing a crime?; Please don't hurt me; Who's calling please?; Pay for what you get; False alarms; and Air pollution kills. The volume also includes reprints of the U.S. Constitution and the Georgia Bill of Rights; ordering information; user report form, and a list of the lessons in the grades 4-7 supplement. (DB)

ED 352 294   SO 022 485

Hoge, John D., Ed.; Blum, Ann, Ed.
Georgia Elementary Law-Related Education Curriculum Supplements: Lessons for Fourth through Seventh Grade.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Law-Related Education.
PUB DATE- Dec 91
NOTE- 368p.; For the K through 3rd grade lessons, see SO 022 484.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Constitutional Law; Curriculum Development; *Instructional Materials; Intermediate Grades; Junior High Schools; *Law Related Education; Social Studies; State Legislation; Student Educational Objectives; *Teacher Developed Materials; Teaching Methods
IDENTIFIERS- *Georgia

The lessons in this volume, written by experienced Georgia teachers with backgrounds in law-related education, were designed for teachers new to this area of the social studies curriculum. The lessons, which are grouped by grade level, include the following information: author, time required, concepts/vocabulary, instructional strategies, objectives, teacher background, materials and resources, procedures, handouts, evaluation, and enrichment. The following lessons for grades 4 and 5 are included: AIDS discrimination in the school; Where have all the wetlands gone?; Don't talk to me like that!; Corporal punishment; Beware of drugs; Robby Raccoon strikes again; Copy cats lose; Distributive justice: an issue of fairness: It's mine!; Is the law really fair?; Vandalism -- who plays and who pays?; When conflicts occur, resolve to solve; Let's celebrate our Bill of Rights; You can't do that! I have a right!; Give us your tired, your poor...Really?; Do you know...the law?; We the students: writing a class bill of rights; and Child labor laws. The following lessons for grades paradigms; they are shared by the school community and are not easily relinquished by teachers. When using a practical paradigm, practitioners selectively identify those aspects of the context which allow them to use that practical paradigm even though it may be inappropriate and should either be modified significantly or discarded completely. This paper examines cases in which two high school teachers applied a practical paradigm (fixed grading policy) in situations for which it was inappropriate. The existence of the paradigm caused these teachers to be extremely selective in their observations of the particular situations and in their analysis of the problems they encountered. In the first case, a teacher intern regarded the practical paradigm as immutable; in the second case, a novice teacher applied the paradigm but had begun to question it. To effect a paradigm shift, teachers need to reflect on and evaluate both the situation and their own values and beliefs. Both preservice and inservice teacher education should include a component that would prepare teachers to do this reflection. (IAH)

ED 352 315 SP 034 061

Lemlech, Johanna, K.; Hertzog-Foliart, Hillary
Restructuring To Become a Professional Practice School: Stages of Collegiality and the Development of Professionalism.
PUB DATE- 92
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Collegiality; Elementary Education; Higher Education; Interprofessional Relationship; Preservice Teacher Education; Professional Development; *School Restructuring; Student Teachers; *Teacher Attitudes; Teaching Experience
IDENTIFIERS- American Federation of Teachers; *Professional Development Schools; *Professionalization of Teaching

School restructuring is dependent upon teacher professionalism, and teacher professionalism necessitates the development of collegial behaviors. This paper briefly describes an ongoing study of collegiality in an elementary collegial teacher preparation program. Subjects were student teachers who were paired for a two-semester student teaching experience. Findings revealed behavioral patterns identified as formative stages of collegiality. These stages, in sequential order, are: peer interaction, partnering, competition, study of teaching, integration of skills, and collegiality. A major goal of the Norwood Street-USC (University of Southern California) Professional Practice School has been restructuring a portion of a large inner-city elementary school to create a school-within-a-school center for the modeling of professionalization of teaching. A barrier to progress toward this goal was the issue of trust. Experienced teachers were concerned about having a "top down" agenda imposed on the school and about union involvement in the project. This paper focuses on how collegiality between university and school personnel was initiated and nurtured. When participant researchers related interactive relationships among project members (experienced teachers, principal, university faculty) to stages of collegiality that were partly derived from the study of interactive behaviors between paired student teachers, it was

Critical thinkers must be critical about critical thinking itself, and because there is a close conceptual connection between critical thinking and rationality, the demand for justification for a commitment to critical thinking is tantamount to a demand for reasons that justify a commitment to rationality. Several authors have argued that the demand for justification of rationality is a bogus demand because there is an unremovable circularity in offering reasons for being rational. Among the authors whose views are examined in this paper are Roger Trigg, Anthony O'Hear, and Karl Popper. This paper argues that the demand for justification of rationality and its relevance to critical thinking is legitimate, and it offers, therefore, a self-reflexive justification of rationality. It is argued that rationality can be seen as self-justifying in that seriously querying the justificatory status of rationality presupposes that very status. To ask for reasons that justify being rational commits one to a recognition of the epistemic force of reasons; therefore, one should be rational because reasons have force. Determining why educators should be rational provides an underlying rationale and justification for efforts to foster critical thinking in the schools. (IAH)

ED 352 334 SP 034 137

Eemeren, F. H. van; Grootendorst, R.
Teaching Argumentation Analysis and Critical Thinking in the Netherlands. Resource Publication, Series 2 No. 2.
PUB DATE- 89
NOTE- 21p.; For other documents in this series, see SP 034 129-138.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Research; *Critical Thinking; *Discourse Analysis; Educational Theories; Educational Trends; Elementary Secondary Education; Foreign Countries; *Persuasive Discourse; Teaching Methods; *Thinking Skills
IDENTIFIERS- *Argumentation Theory; Netherlands

Suitable methods can be developed and instructional devices can be designed for the teaching of argumentation analysis to students of varying interests, ages, and capacities. Until 1950, the study of argumentation in the Netherlands was either purely practical or a continuation of the classic logic and rhetoric traditions. A number of new research trends have developed in modern argumentation theory, and the scope of the research has increased as well. Argumentation should be studied as one element of normal communication and interaction between speakers; as such, argumentation must fulfill certain conditions in order to succeed at a communicative and interactional level. A dialectical approach to argumentation entails a certain attitude regarding discussion which can be characterized as critical rationalist. This attitude should become evident in the pedagogical principles which lie at the root of argumentation analysis and which characterize instruction in it. In addition to the problems of presenting an argument, instruction in argumentation analysis should give attention to three components: the analysis of argumentative discourse; the identification of fallacies; and the evaluation of argumentation. Suitable instruction in argumentation analysis in schools requires space in the teaching timetable, training for teachers in argumentation theory and analysis, and development of teaching materials and methods. A rough outline of the first steps in a method of argumentation analysis is

*Teaching Models; *Undergraduate Study
IDENTIFIERS- California State University Fullerton; Fund for Improvement of Postsecondary Education; *Project Teach (FIPSE)

Much of what teachers know about how to teach and how to conceptualize specific academic content is learned from their undergraduate professors. In 1990, California State University, Fullerton, received a grant from the Fund for the Improvement of Postsecondary Education (FIPSE), Project Teach, to improve the quality of instruction which prospective elementary school teachers experience in undergraduate academic coursework. Project Teach has engaged junior and senior faculty from three schools at the University (Human Development and Community Service, Humanities and Social Science, and Natural Science and Mathematics) in a discussion of effective teaching and of the relationship of their own teaching to the preparation of teachers. In this monograph, participants representing such diverse fields as child development, elementary education, health, physical education and recreation, psychology, English, political science, linguistics, anthropology, mathematics, physics, chemistry, and biology explain their views of the teaching process through the use of metaphors and describe teaching strategies found to be effective in their own classes. (LL)

ED 352 353 SP 034 223

Marchant, Gregory J.; Schroeder, Thomas S.
Similes for Teaching and Classroom Teaching Orientations.
PUB DATE- Oct 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Cognitive Structures; Education Majors; Elementary Secondary Education; Higher Education; Research Needs; Self Efficacy; Self Esteem; *Teacher Attitudes; *Teacher Characteristics; Teacher Education Programs; Teaching (Occupation); *Teaching Methods
IDENTIFIERS- *Similes

Increased interest in teacher cognition has led to new ways of explorating teachers' thoughts and beliefs. The study described here combines elements of two previous studies to make comparisons among similes and simile categories and approaches to classroom teaching. The purpose of the study was to determine the relation between support for classroom teaching approaches and support for similes for teacher, student, and classroom. Education majors (N=200) ranked a list of similes, indicating how often each simile was thought to be true, and completed an instrument rating approaches to teaching. The second sample (N=450) consisted of elementary education students only, who ranked a simile list containing only similes for the teacher. Results suggest that general relationships exist between beliefs about the nature of teaching, expressed through metaphors, and other aspects of teaching such as support for specific teaching approaches, positive self-concept, and teacher efficacy. Results suggest that if metaphors can be identified related to the goals of teacher education programs, efforts can be made to reframe education students' notion of teaching. If education students' beliefs about teaching can be shaped to reflect advocacy and change instead of authority, they may be more likely to adopt teaching approaches that facilitate learning and problem solving. (LL) that supports the meaningfulness of the assessment and positive impacts on instructional practices. Efficiency and cost effectiveness are also considered acceptable. Recommendations are given for alternative assessment methods. It is concluded that instruction might be best served by allowing schools to use performance assessment results in a more informal manner, with more subjective judgments about the process. Twelve tables present study data. (SLD)

ED 352 372 TM 019 260

Cobbs, Henry L., Jr.; Wilmoth, James Noel
Computing Potential Assessment in Atlanta Public Schools Education. Report Number 2.
PUB DATE- 90
NOTE- 95p.; Based on Report Number 1, "Observation Schedule for Computers in the Classroom Environment" (September 17, 1990).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; Construct Validity; Educational Technology; Elementary Education; *Elementary School Teachers; Factor Analysis; *Instructional Effectiveness; Multivariate Analysis; Questionnaires; Rating Scales; *School Districts; Science Instruction; Social Studies; Surveys; *Teacher Attitudes
IDENTIFIERS- *Atlanta Public Schools GA; *Computing Potential in Atlanta Public School Educ; Teacher Surveys

The Computing Potential in Atlanta Public School Education (CPAPSE) was developed to determine teacher attitudes about computing potential as an instructional tool and to compare current practice with potential computing applications to determine the degree to which computer resources are being used in grades 2, 3, and 4. During the last week of school for the 1989-90 year, 472 teachers from 62 Atlanta (Georgia) Public School System elementary schools answered questions about perceived skills, cognitive proficiencies, present practices, and current and potential matches between computing and subject area. Univariate statistics are reported for data reduced to one-tenth of the scales answered by teachers and normed to five points of their cumulative distribution functions. The second analytic stage computed factors for the 39 unified item scale and for 5 scales representing logical divisions of items. A second-order factor analysis is reported for the 11 first-order factors arising from factoring scales for 5 CPAPSE parts. A three-factor construct validation is presented for the CPAPSE. Multivariate analyses of variance showed that for all significant grade level differences there were systematic transitions of factor score means from second through third to fourth levels of instruction. Five figures and 12 tables present analysis results. Appendix A contains the 40-item survey, and Appendix B contains teacher comments and item-by-item responses for coded respondents. (SLD)

ED 352 373 TM 019 263

What Is Authentic Evaluation?
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

crisis of confidence in higher education, the slow economy, projected increasing demands on the higher education system, and changes in labor market expectations. A central section argues that Colorado citizens' desires for higher education will increase significantly by the turn of the century but that the state is not in a good position to meet the financial obligation involved in such an increased demand. The paper argues that, in order to sustain the state's vitality, the state must consider ways to provide for increased needs within the given financial constraints and that decision-makers will be forced to decide among competing values. The balance of the paper discusses six possible strategies for solving this dilemma: (1) sustain public funding for increased postsecondary education demand; (2) prioritize access to postsecondary education; (3) constrain convenience to postsecondary education; (4) allow the quality of postsecondary education to decline; (5) improve the productivity of postsecondary education; and (6) consider new ways of subsidizing postsecondary education. (JB)

ED 351 935 HE 025 996

How Can the Postsecondary Education Process Become More Effective, Particularly at the Undergraduate Level? Colorado Commission on Higher Education Master Plan Background Paper.
PUB DATE- 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Advising; *Academic Persistence; *Bachelors Degrees; College Graduates; College Preparation; Degree Requirements; Educational Environment; Higher Education; *Long Range Planning; School Holding Power; Socioeconomic Background; *Time Factors (Learning); Undergraduate Study
IDENTIFIERS- California; *Colorado; *Time to Degree; Wisconsin

This paper identified factors within the higher education environment that significantly influence student retention rates and the timely graduation of traditional full-time, first-time, degree seeking students in the state of Colorado. The paper uses the research findings of national studies and other studies conducted by Wisconsin and California. Profiles of Colorado students were developed with information from a state longitudinal student tracking system. The first of three main sections looks at factors influencing undergraduate student productivity rates: student academic preparedness, family socioeconomic status, and the higher education academic environment. A second section looks at the amount of time that students take to complete baccalaureate degree requirements noting that it has been increasing. Several factors that increase time to graduation are examined including taking fewer credits in order to work while in school, taking additional courses, changing the major field of study, difficulties with registering for courses, repeating coursework, and needing better advising. A summary argues that increasing the productivity of higher education institutions is subject to many complex factors and that each institution must have their own particular plan for affecting graduation and retention rates. Fourteen references are cited. (JB)

ED 351 936 HE 025 997

How Can Postsecondary Education Be More Accountable to Colorado Citizens? Colorado Commission on Higher Education Master Plan

Perception of Advocacy Issues of Women versus Men.
PUB DATE- 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *Activism; Administrators; *Advocacy; College Faculty; College Students; Comparative Analysis; Females; Higher Education; *Lobbying; Local Issues; Males; *Political Issues; Political Power; *Sex Differences; Social Action; *Social Attitudes; Social Change; Surveys
IDENTIFIERS- Bowie State College MD

This study examined similarities and differences in attitudes between men and women full-time administrators, faculty, staff, and students on various advocacy issues such as harassment, victims' rights, equity, educational funding, and politics. Surveys (N=210) were mailed to faculty, administrators and staff at Bowie State University (Maryland), students in the Student Support Services project, and students enrolled in classes at Ft. Meade, Maryland. Results from the 111 responses received showed that perceptions of advocacy by gender are clear. Generally speaking, it was perceived that national participation by women has produced far greater visibility for women than local or state participation with state level participation seen as the lowest visibility political arena. Women were seen as more likely than men to actively advocate concerning such issues as equity, a harassment free work place, childcare, affordable health care, victims' rights legislation, flex time at work, enforced child support, and increased funding of education. Respondents saw women as less familiar with the political system and lobbying effectiveness as linked to knowledge of the political system. The organizational skills of women were seen as less related to lobbying effectiveness than those of men. Contains 20 references. (GLR)

ED 351 954 HE 026 016

Blai, Boris Jr.
Assessment of Critical Thinking in Postsecondary Education.
PUB DATE- 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Measurement; Cognitive Tests; College Students; *Critical Thinking; *Educational Testing; *Evaluation Methods; Higher Education; Intelligence Tests; Measures (Individuals); *Student Evaluation; Thinking Skills

This paper examines ways in which the teaching of critical thinking skills at the college level have been evaluated. It is noted that two problems exist in using validated tests for critical thinking: (1) intelligence tests do not address critical thinking in specific courses or fields of knowledge; and (2) validated tests are not designed to measure the open-ended problem solving features of critical thinking. Several examples of measuring critical thinking are briefly outlined: the Watson & Glaser Critical Thinking Appraisal instrument; the Critical Thinking Worksheet (used for beginning students of philosophy and informal logic classes); the use of the scientific process in teaching and measuring critical thinking; Chickering's Critical Thinking Behaviors; and an assessment device employing the Measure of Intellectual Development essay test and the Reflective Judgment Interview, a moral and ethical information resources and 12 references are cited. (JB)

ED 351 973 HE 026 038

Redd, Kenneth E.
Trends in Black Students' College Enrollments And Participation Rates in Pennsylvania, 1980 to 1989.
PUB DATE- Apr 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; *College Attendance; College Students; Community Colleges; Declining Enrollment; Enrollment; Enrollment Rate; *Enrollment Trends; Full Time Students; Higher Education; High School Graduates; Part Time Students; Private Colleges; State Colleges; State Universities; Trend Analysis; Undergraduate Students; White Students
IDENTIFIERS- *Pennsylvania

This report examines the trends in Black undergraduate enrollments at Pennsylvania colleges and universities and postsecondary education participation rates for Pennsylvania's Black high school graduating classes for the 1980s. Enrollment trends for all undergraduates, full-time undergraduates, first-time undergraduates and for part-time undergraduates are examined separately. Then the numbers and proportions of Black high school graduates annually continuing their education are examined. Though the focus of the report is on Black students, enrollment trends for White students are also reported for comparison. Highlights of the report's findings include the following: the number of Black full-time students dropped by 8.5 percent, Black student enrollments fell by 24 percent at two-year colleges, by 15.8 percent at four-year private colleges, and by 11.5 percent at State Universities though they increased by 13.5 percent at state-related universities. In contrast, White full-time undergraduate enrollments increased by 11 percent at four-year public universities and community colleges. The numbers of both Black and White students who were enrolled as first-time, full-time students decreased between 1980 and 1989 though the numbers for Black students decreased by almost 19 percent while the numbers of White students decreased by less than 2 percent. (JB)

ED 351 974 HE 026 039

Redd, Kenneth E.
Trends in Minority College Graduates and College Educational Attainment in Pennsylvania, 1980 to 1989.
PUB DATE- Oct 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; American Indians; Asian Americans; Black Students; Census Figures; College Attendance; *College Graduates; *College Students; Degrees (Academic); *Enrollment Trends; Higher Education; Hispanic Americans; *Minority Groups; School Holding Power; Trend Analysis; White Students
IDENTIFIERS- *Pennsylvania; Pennsylvania Department of Education

A study was done to describe the trends in the number and proportion of racial/ethnic minority graduates from Pennsylvania colleges and universities in the 1980s to see if minorities in the state that made gains relative to whites. The

Relationship; Undergraduate Study; Universities
IDENTIFIERS- *Diversity (Student)

This book addresses the critical and difficult issues facing higher education in the 1990s including the need to improve the quality of teaching and learning, raise academic standards, protect freedom of expression, and enhance both the community of the whole and the individual and small groups that make up that community. The book also examines undergraduates' experience of community in both the academic and nonacademic realms while structuring the broad topic around three foci: (1) student diversity, particularly racial and ethnic diversity and women students; (2) individual and small-group rights and responsibilities in relation to institutional authority; and (3) student-faculty relations and the learning community. The book offers an understanding of community as a complex concept, one that incorporates the values of a democratic society and encourages learning and participation by all citizens of the community. Specific topics discussed include race and ethnicity, the climate for women, harassment and free speech, alcohol, crime, fraternity and sorority, or "Greek" life, and interaction among faculty and students. The book concludes with 20 recommendations to support the implementation of pluralistic learning communities on U.S. campuses. Contains an index and a bibliography of over 300 listings. (GLR)

ED 351 993 HE 026 061

Vermont State Colleges. Futures Task Force II Report.
PUB DATE- Apr 92
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Educational Facilities; *Educational Planning; *Educational Quality; Enrollment; Expenditures; Financial Exigency; *Financial Problems; Futures (of Society); Higher Education; Income; *Institutional Mission; *Long Range Planning; State Schools; Trend Analysis
IDENTIFIERS- *Vermont State Colleges

This report presents recommendations to strengthen quality and improve programs and services in the Vermont State College (VSC) for Vermont and Vermonters for the next 10-15 years. The report notes three major changes in the VSC and in the role which education beyond high school plays: that VSC enrollments have increased by 37 percent in the past 6 years; that the gap between the earning power of high school and college graduates has widened greatly in recent years; and that there has been a worsening financial crisis developing over the years for both the students and VSC. Recommendations proposed include the following: (1) reaffirm VSC's public mission, i.e., its purposes and expectations for investment in higher education, as its cornerstone; (2) modestly expand the VSC's library, academic, and student housing capacity; (3) strengthen the five VSC's identities and individual characters as learning communities; (4) forge new relationships with K-12 educational institutions in Vermont; (5) further expand VSC's direct contributions to economic development in Vermont; and (6) help create a financial future which will assure Vermonters access to affordable, high quality public higher education. Appendices present trends in high school graduates during 1977-2000, data on educational attainment and personal income, and data on student family income and loan burdens. Contains 21 references. (GLR) broadcast video, and related devices to support instructional activities and administrative functions in the Des Moines (Iowa) Independent Community School District. The findings are presented in five parts: (1) Context Evaluation--History and Recent Improvements (video and instructional and administrative uses of computers); Telecommunications (telephone system); Fiber Optic Networks (telephones, two-way video classes, instructional support systems and networks); and Policies and the Department of Information Management; (2) Input Evaluation--Budget; Inventory; Number of Computers Used for Instruction and Administration; Telecommunications; Staff Support; and Cost of Inservice; (3) Process Evaluation--Technology Planning, Purchases, Repair and Support; Telecommunications; Consultation Assistance; Mid-Iowa Computer Center; and Current Year Goals; (4) Product Evaluation--Technology Planning; Inventory; Telephones and Networks; Consultation Assistance; Instructional Management System; and Mid-Iowa Computer Center; and (5) Future Planning--Technology Planning, Purchases, and Initiatives; Telecommunications; and Consultation Assistance. A diagram showing how each of the schools in Des Moines is connected to the Mid-Iowa Computer Center and lists of the Technology Advisory Committee, the Technology Committee, and the Technology Consultation Committee are appended. (ALF)

ED 352 011　　　　IR 015 840

Using Software: A Guide to the Ethical and Legal Use of Software for Members of the Academic Community.
PUB DATE- Jan 92
NOTE- 12p.; For an earlier version, see ED 288 494.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Computer Software; *Copyrights; Fair Use (Copyrights); Federal Regulation; Guidelines; Higher Education; Legal Responsibility; Purchasing

The purpose of this brochure, which was produced as a service to the academic community, is to provide a brief outline of what can and cannot be done legally with software, and to clarify the implications and restrictions of the U.S. Copyright Law. Relevant facts concerning copying software precede the EDUCOM statement of principle on intellectual property and the legal and ethical use of software. The different restrictions and limitations of copyright are then described for each of the four categories of software: commercial--the majority of software purchased from publishers and commercial computer stores; shareware--provides a license to use the software (restrictions vary from program to program); freeware--conditions, defined by the holder of the copyright, are in direct opposition to normal copyright restrictions; and public domain--original copyright holder relinquishes all rights to the software. Common questions are answered and site-licensing and bulk-purchase software are suggested as legal alternatives to purchasing software. (ALF)

ED 352 012　　　　IR 015 841

Gulmans, J.; van den Berg, R.
A Videodisc Program for the Acquisition of Diagnostic Skills in Health Education.
PUB DATE- Jun 92
NOTE- 23p.
LANGUAGE- English

and students and that the KN is satisfactory as is. Appendices, which constitute about half of the report, contain copies of the Project Application Form, the Teacher and Student Survey forms, and the Student Test; Results of the Teacher and Student Surveys; and copies of the Site Visit Protocols and the Hotline Form. (ALF)

ED 352 031 IR 054 251

Roy, Loriene
Class Manual for Public Libraries (LIS 388K.3). Fall 1992.
PUB DATE- 92
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; Glossaries; *Graduate Study; Higher Education; *Library Administration; *Library Education; Library Facilities; Library Services; *Oral History; *Public Libraries
IDENTIFIERS- *Texas; University of Texas Austin

This manual is designed to accompany a University of Texas graduate course on public libraries that covers the historical development, legal basis, administration, financial basis, services to users, system organization, physical facilities, marketing, popular culture, issues, trends, and problems of public libraries. The manual contains the course syllabus and a reading outline that is keyed to course subject matter and contains 186 citations. The ma also contains information and exercises that supplement lectures and support major course assignments. Lecture supplements include outlines of 15 lecture topics and written exercises on standards, administration, finance, and systems, and a genre self-assessment test designed to engage the student in specific topics. One major assignment is the development of a glossary of public library terms. Students are given a lengthy list from which to choose terms to define and a three-page form used to evaluate the student glossaries is included. The second major assignment is an oral history project, which requires students to interview individuals who have made an impact on library development in Texas. The manual provides guidance for this type of project, including how to construct a biographical file, sample interview questions, and a sample oral history outline. A list of 26 people who have contributed to Texas library development is provided. The manual also contains three public library scenarios and seven sample quizzes that have been used in the course. (KRN)

ED 352 032 IR 054 253

McClure, Charles R.; Hert, Carol A.
Specialization in Library/Information Science Education: Issues, Scenarios, and the Need for Action.
PUB DATE- Nov 91
NOTE- 23p.; Paper presented at the Conference on Specialization in Library/Information Science Education (Ann Arbor, MI, November 6-8, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

PUB DATE- Sep 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Archives; *Library Services; *Marketing; *Volunteers
IDENTIFIERS- *User Fees

This bibliography from the Archives Library Information Center lists 118 items that were published between 1979 and 1992. The majority of these items are journal length articles or papers on marketing library services, charging user fees, and employing volunteers. Most of the items cited are from the library or information science literature, and some of the articles are specific to archives. Author/sponsor and subject indexes are provided. (KRN)

ED 352 049 IR 054 272

Helal, Ahmed H., Ed.; Weiss, Joachim W., Ed.
Libraries and Electronic Publishing: Promises and Challenges for the 90's. Festschrift in Honor of Richard M. Dougherty. Proceedings of the International Essen Symposium (14th, Essen, Germany, October 14-17, 1991). Publications of Essen University Library, 14.
PUB DATE- 92
NOTE- 250p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; *Cataloging; Change Strategies; Computer Networks; Copyrights; *Electronic Publishing; Financial Support; Higher Education; Information Networks; *Library Role; Library Standards; *Organizational Change; Preservation; *Research Libraries; Technological Advancement; *User Needs (Information)
IDENTIFIERS- *Electronic Document Delivery; Electronic Text

The goal of the Essen symposium was to bring together internationally recognized librarians and library automation specialists to discuss new developments in electronic publishing. All 16 papers included in this collection were presented at the conference: (1) "Barriers to the Introduction of New Technology" (J. Andrew Braid); (2) "Nudging a Dinosaur in Order To Avoid Library Extinction (Richard M. Dougherty); (3) "Are Libraries Ready for Electronic Document Delivery?" (Johan van Halm); (4) "Electronic Journals and Document Delivery: Chances and Risks" (Ulrich Korwitz); (5) "The Global Library: The Impact of High-Speed Networks on Libraries" (Bonnie Postlethwaite); (6) "Integrated CD-ROM-Retrieval Networks: How To Automate the Post-Processing of Downloaded Export Files" (Christian Heinisch); (7) "Identification of Electronic Documents: The Diversification for Document Supply and Its Consequences for Document Description" (Achim Osswald); (8) "Full Text Imperatives for the National Library of Scotland" (Bernard Gallivan); (9) "Electronic Publishing: Possibilities, Barriers, and Environment in Slovenia and Past Yugoslavia" (Nada Cucnik Majcen); (10) 'State of Art and Current Trends in Library Automation in Scandinavia" (Hans-Eric Malmberg and Elisabeth Ehrnstrom); (11) "Libraries and Electronic Publishing: Issues for Academic Library Administrators To Address" (Donna L. McCool and Maureen Pastine); (12) Use of Library Material in Both Paper and Electronic Media in a University Library" (Sigrid Reinitzer); (13) "Information Services for the Public" (Jennifer Walton); (14) "Optical Disk Based Document Delivery at the Congressional

1993.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - General (130)
DESCRIPTORS- *Databases; Information Dissemination; Information Retrieval; Information Services; Information Systems; Microfiche; Newsletters; Search Strategies
IDENTIFIERS- *ERIC

The Interchange newsletter is prepared semiannually by the staff of Access ERIC in order to communicate matters of interest to users of the ERIC database and of other ERIC products and services. The newsletter disseminates a broad spectrum of information pertaining to ERIC, including: price changes, microfiche products, ERIC Clearinghouse news, search strategies, education-related databases, referral information, national-level educational studies, microcomputer news related or extendable to ERIC, new ERIC data elements, lexicographic news, user survey data, new publications and products, etc. (WTB)

ED 352 068 IR 054 486

Knapp, Sara D., Comp.
The Contemporary Thesaurus of Social Science Terms and Synonyms: A Guide for Natural Language Computer Searching.
PUB DATE- 93
NOTE- 424p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Behavioral Sciences; Computers; Databases; *Information Retrieval; Interdisciplinary Approach; Lexicography; Online Searching; Relevance (Information Retrieval); Research Tools; *Search Strategies; *Social Sciences; Thesauri
IDENTIFIERS- *Free Text Searching; *Natural Languages

This book is designed primarily to help users find meaningful words for natural language, or free-text, computer searching of bibliographic and textual databases in the social and behavioral sciences. Additionally, it covers many socially relevant and technical topics not covered by the usual literary thesaurus, therefore it may also be useful for writers and speakers seeking alternative ways to express ideas. The more than 6,000 words and phrases cover the following subject areas: anthropology, business, current events, education, environmental concerns, geriatrics, medicine, mental health, political science, public administration, public affairs, psychiatry, psychology, religion, sociology, social work, and women's issues. Groups of synonyms and/or closely related terms are each listed alphabetically under a common name, or "concept title," e.g., "Artificial Intelligence," rather than "machine intelligence" or "computer thought." Concept titles appear in natural word order, with cross-references from other significant title words, e.g., "intelligence, artificial, see Artificial Intelligence." Common suffixes are provided in parentheses for word truncations or alternative word formations. Entries include a "Choose from" note followed by a group of words, followed by "with" and another group of words. Under the Artificial Intelligence (AI) entry, this note reads: "Choose from: simulat(ed,ing,ion,ions), model(s),

Two Year Colleges
IDENTIFIERS- *Ontario Colleges of Applied Arts and Technology

In June 1988, the heads of Staff Development of each institution of the Ontario Colleges of Applied Arts and Technology were invited to submit brief descriptions of 5 to 10 outstanding programs or practices designed to develop human resources within the college. This directory of exemplary practice provides a selection of the colleges' submissions. After a brief introduction that emphasizes the importance of both sharing and celebrating effective and innovative practices in a time of dwindling resources, descriptions, and a contact person, are presented for the following: (1) exemplary programs and practices for student retention, including retention strategies, and activities fostering student success and articulation; (2) exemplary practices in faculty and staff development, including programs for part-time teacher's, mentoring, employee recognition, employment equity, sabbaticals and retirement, curriculum development, and support staff; (3) exemplary practices that serve non-traditional clientele, including special needs, native, Francophone, and international students; (4) exemplary practices in management and organizational development, including training for academic leaders, strategic planning, and research and development, and fundraising for human resource development; (5) exemplary partnerships with business, industry, and community, including service contracts and externships; and (6) exemplary practices in computer applications, including computers uses in staff development, program-specific uses, partnerships with industry, and innovations in instructional delivery. A list of submissions by chapter is included. (MAB)

ED 352 085   JC 930 005

Morton, John F.
Program Health Indicators: An Alternative Approach to Program Review.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Outcomes Assessment; College Programs; Community Colleges; *Evaluation Criteria; *Evaluation Methods; *Evaluation Problems; Performance Factors; Program Effectiveness; *Program Evaluation; Program Improvement; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *University of Hawaii Kapiolani Community College

For the past 20 years, the University of Hawaii Community Colleges have had a formal process for the review of educational programs, requiring that each program undergo a systematic review at least once every 5 years. The result tended to be a lengthy document that chronicled the history of the previous 5 years and was far more descriptive than analytical. If the evaluation process is truly to affect program planning and operations, the review structure should provide for program differences in selecting evaluation measures; data should be current and reflect immediate issues; the review process should be manageable and involve program faculty and directors; and the review findings should be presented in an easily understood report. Kapiolani Community College has worked toward developing an alternative approach that satifies these criteria. The cornerstone of the process is the use of program health indicators. For each program, colleges and universities regularly sent feedback reports on the progress of transfer students to each community college; (4) 26 community colleges and 2 private two-year colleges reported conducting their own follow-up studies of transfer students; (5) public universities reported that an average of 1.6 full-time equivalent (FTE) staff were assigned to coordinate articulation, while community colleges averaged .77 FTE assigned to coordinate articulation; (6) 11 public universities and 9 private colleges and universities hosted or sponsored annual articulation conferences or other related articulation activities; and (7) 30 community colleges reported articulation agreements with public universities, while 14 reported agreements with private colleges and universities. Data tables and a review of significant statewide articulation activities are included. (PAA)

ED 352 102 JC 930 033

Rahilly, Tony
Using Marketing Research Techniques To Improve Quality and Service.
PUB DATE- 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ancillary School Services; Community Colleges; Data Collection; Educational Quality; *Group Discussion; Group Dynamics; Institutional Advancement; *Institutional Research; Instructional Improvement; Interviews; *Marketing; *Program Improvement; Questionnaires; Self Evaluation (Groups); Student Attitudes; *Surveys; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *Customer Relations; Durham College of Applied Arts and Technology ON; Focus Groups Approach; *Total Quality Management

Marketing in the business world has long used focus group interviews and survey techniques to explore the attitudes, behaviors, and perceptions of their customers. In the college setting, these same techniques are now being used to improve program quality, assess the effectiveness of publications, and explore the image of the college. At Durham College (DC) in Oshawa, Ontario, focus groups with secondary school students, guidance counselors, and DC students have led to significant positive changes in the college calendar. In DC's Program Review Model for Evaluation and Review, focus groups are used to obtain initial feedback, while surveys provide measures of attitudes toward programs, curricula, and instruction. Focus groups, involving loosely structured interviews with small groups of 5 to 12 people, allow for close, face-to-face contact with customers. Group interaction, facilitated by a moderator, allows for the free flow of ideas and opinions. The moderator should encourage people to express themselves, ensure topics are addressed, control dominant individuals, and avoid giving personal opinions. Taping of focus group sessions can assist in the subsequent process of analysis. Surveys are more complicated and costly than focus groups, but they provide important quantitative data. Steps to conducting an effective survey include determining the research topic, listing the needed data, conducting a preliminary investigation if necessary, determining who is to be surveyed and how to survey them, selecting the type of survey, creating and testing a questionnaire, and collecting and analyzing data. Survey types include mail and telephone questionnaires, and personal

SES parents, but boys with low SES parents had lower sex-stereotyping scores than boys with high SES parents. Neither family structure nor level of parent education was significantly related to sex stereotyping. A 19-item bibliography and the survey instrument are included. (AC)

ED 352 120 PS 020 811

Seifert, Kelvin L.; Handziuk, Deborah
Conceptions of "The Child" among Novices and Leaders in Elementary Education.
PUB DATE- 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Attitude Measures; *Child Development Specialists; *Children; Comparative Analysis; *Educational Theories; *Education Majors; Elementary Education; Existentialism; Interviews; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Informal Theories

A study compared the informal theories about the child held by 10 preservice education students with those held by 8 educational leaders with experience in the elementary grades. During interviews, students and educators were asked to define "the child" in everyday terms. They were also asked to categorize and respond to 32 statements about what the child is like or can do. Interviews were tape-recorded and transcribed, then analyzed for themes and topics. Respondents tended to espouse an existential philosophy of the child as a particular kind of entity, possessing uniqueness, self-awareness, decision-making power, and vulnerability. Both experienced and preservice educators expressed existential ontologies, but the experienced educators did so more consistently. The few nonexistential comments were made almost exclusively by preservice students. This heavy commitment to viewing the child in an existential manner may cause important misunderstandings when education students are exposed to formal, academic theories of learning and development in their teacher education programs. The study report includes a review of the literature on informal theories, a discussion of the implications of study findings, and the 32 statements about the child that were used in the interviews. (AC)

ED 352 121 PS 020 834

Ghaye, Anthony; Pascal, Christine
Four Year Old Children in Reception Classrooms; Participant Perceptions and Practice. START Occasional Paper 1.
PUB DATE- 88
NOTE- 26p.; Occasional Paper 1 of the START (Sharing of Thinking on the Art of Research into Teaching) series.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *British Infant Schools; Educational Research; Foreign Countries; Participant Observation; Participation; *Preschool Children; Preschool Education; *School Attitudes; *School Orientation; *Student Needs; *Student School Relationship
IDENTIFIERS- *England

A study conducted at a primary school in Birmingham, England, considered teachers', college tutors', parents', and pupils' public places. The final section, "Getting along with Others," discusses getting along with friends and getting along at school, and suggests ways to handle a child who physically hurts another child. An appendix provides a list of additional resources on parenting and child development, parent support groups, and other community resources. (MM)

ED 352 140 PS 020 915

Lang, Cynthia
Head Start: New Challenges, New Chances.
PUB DATE- 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; Disadvantaged Youth; Drug Abuse; *Early Intervention; Federal Programs; *High Risk Students; Interpersonal Competence; Majority Attitudes; Parent Participation; Poverty; Preschool Children; Preschool Education; *Program Development; Public Policy; *School Readiness; Social Attitudes
IDENTIFIERS- Integrated Services; *Project Head Start

This booklet presents a short history of the Head Start program and discusses some of the challenges that the program will face in the 1990s. Project Head Start, begun in 1965, has helped 12.5 million children become better prepared to start school, and has grown to be the largest early childhood and family education program in the country. From the outset, the program included four components that concerned education, health, social services, and parent involvement. Head Start faces new challenges in dealing with the increasing levels of poverty, drug and alcohol abuse, violence, and other social ills faced by children today. More than ever, the program needs to: (1) create a safe, nurturing environment for young children; (2) foster social competence; (3) assist and involve parents; (4) improve coordination among social agencies and services; and (5) attract and prepare qualified staff. In order that programs such as Head Start can work more effectively, the nation as a whole must be more willing to commit the time and resources necessary to strengthen and broaden the Head Start program, and mainstream American society needs to examine its own attitudes and biases concerning poverty and other social problems. Contains 35 references. (MDM)

ED 352 141 PS 020 916

Raths, James; And Others
Primary School, School-Based Decision Making, Family Resource/Youth Services Centers. First Year Reports to the Prichard Committee.
PUB DATE- Jul 92
NOTE- 84p.; Document includes reports presented at the Annual Meeting of the Prichard Committee (Lexington, KY, July, 1992).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; Community Attitudes; *Educational Assessment; *Educational Change; Elementary Secondary Education; Parent Participation; *Participative Decision Making; *Primary Education; Program Descriptions; Program Implementation; School Administration; *School Based

ED 352 159 PS 020 950

Fenichel, Emily, Ed.
Zero to Three Classics: 7 Articles on Infant/Toddler Development.
PUB DATE- 92
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aggression; Autism; Birth Weight; Child Caregivers; *Child Development; Congenital Impairments; *Day Care; *Early Intervention; Guidelines; Hospitalized Children; *Infants; *Parenting Skills; Preschool Education; Psychotherapy; Self Esteem; *Toddlers
IDENTIFIERS- Zero to Three

A search of requests for permission to photocopy articles from past issues of "Zero to Three" identified the seven articles of this collection, all published between 1985 and 1989. They deal with the care of typically developing infants and toddlers as well as with clinical practice with very young children with special health or developmental needs and their families. The seven articles are: (1) "Helping Young Children Channel Their Aggressive Energies" (Sally Provence); (2) "Parenting an Infant with a Birth Defect: The Regulation of Self-Esteem" (Dorian Mintzer, Heidelise Als, Edward Z. Tronick, and T. Berry Brazelton); (3) "The Immediate Impact of the Birth of a Low Birth Weight Infant on the Family" (Alan R. Fleischman); (4) "Infant-Parent Psychotherapy with an Autistic Toddler" (Barbara Kalmanson and Judith H. Pekarsky); (5) "Infants and Toddlers in Hospitals: Addressing Developmental Risks" (Joy Goldberger); (6) "Mediating Successful Parenting: Guidelines for Practitioners" (Serena Wieder); and (7) "The Developmentally Designed Group Care Setting: A Supportive Environment for Infants, Toddlers and Caregivers" (Louis Torelli). A topical index groups articles and reviews of publications that appeared in "Zero to Three" from September 1980 through June 1992 by topic. (SLD)

ED 352 160 PS 020 951

Bredekamp, Sue, Ed.; Rosegrant, Teresa, Ed.
Reaching Potentials: Appropriate Curriculum and Assessment for Young Children. Volume 1.
PUB DATE- 92
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Bilingual Education; *Child Development; Cultural Awareness; *Curriculum Development; Early Childhood Education; *Educational Assessment; Educational Change; Educational Objectives; Guidelines; Limited English Speaking; Minority Group Children; Multicultural Education; Special Needs Students; *Student Evaluation; *Young Children
IDENTIFIERS- *Developmentally Appropriate Programs; Redwood City School District CA; Transformational Curriculum

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Compensatory Education; Disadvantaged Youth; Early Childhood Education; *Early Intervention; Elementary Secondary Education; Federal Programs; *High Risk Students; Prevention; Public Policy; Social Services; State Programs
IDENTIFIERS- Handicapped Childrens Early Education Program; Project Head Start

This paper examines problems faced by youngsters at risk of failure in school, and discusses methods for helping them succeed in educational programs. At-risk youngsters confront many problems in school and in mainstream society, and are frequently misidentified, misdiagnosed, and improperly instructed. Problems faced by at-risk youngsters include: (1) the prevalence of single-parent households; (2) child abuse and neglect; (3) poverty and poor nutrition; (4) drug abuse; (5) complications of teenage pregnancy; (6) divorce and family breakdown; and (7) poor self-esteem. School-related problems faced by at-risk youngsters include the use of standardized tests, negative assumptions about them by society, and a lack of multiethnic education. Society's response to these multidimensional problems has often been a plethora of studies that blame families and the children themselves for children's poor progress in school. To successfully deal with these problems, however, federal, state, and local governments need to develop strategies to enhance healthy child development, and teachers must be willing to manipulate their instructional environments to address the needs of all students. Both teachers and social service providers must redefine their assessment, placement, and instructional strategies. Contains 34 references. (MDM)

ED 352 176 PS 020 973

Grossman, Judy; Shigaki, Irene S.
Investigation of Familial and School-Based Risk Factors for Hispanic Head Start Children.
PUB DATE- 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Behavior Problems; *Cognitive Development; Educationally Disadvantaged; Emotional Problems; *Family Characteristics; *High Risk Students; *Hispanic Americans; Mothers; Personality; Play; Predictor Variables; *Preschool Children; Preschool Education; *Social Development; Stress Variables
IDENTIFIERS- *Project Head Start

The relationship of familial and school-based risk factors to socioemotional and learning problems was assessed in a sample of 69 Hispanic 3-year-old children in Head Start Programs in New York City. In a preliminary study of maternal stress, child temperament was identified as a significant predictor of child socioemotional problems. School risk factors investigated were solitary functional play; solitary dramatic play; parallel functional play; onlooker behavior; negative peer interactions; and attention span. Instruments used were the Maternal Stress Interview Schedule; the Miller Assessment for Preschoolers (MAP), which measures neural foundations, coordination, verbal and nonverbal skills, and complex tasks; and the Preschool Behavior Questionnaire (PBQ), which measures hostile-districts and 59 nonpublic schools in Minnesota that offer School Age Child Care (SACC), or extended day programs. The report presents data on public and private SACC programs related to: (1) administration and growth; (2) number of children served; (3) types of services offered; (4) facilities; (5) budgets and fees; (6) staff salaries and benefits; (7) staff-to-child ratios; (8) staff experience and training; and (9) priority concerns of program directors. The most important concerns of program administrators were finances, space, and staff availability. (MDM)

ED 352 195   PS 021 005

Harding, Martha E.; And Others
Early Childhood Family Education. K-3 Expansion Demonstration Projects: A Report to the Minnesota Department of Education on Ten Pilot Sites.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul.
PUB DATE- Dec 91
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Alcohol Abuse; Childhood Attitudes; *Demonstration Programs; Drug Abuse; *Family Programs; Parent Attitudes; *Parent Participation; *Prevention; Primary Education; Program Descriptions; Program Implementation; Questionnaires; *Recruitment
IDENTIFIERS- Barriers to Implementation; *Early Childhood Family Education; *Minnesota

Ten demonstration grants were awarded to public school systems throughout the state of Minnesota to develop expanded early childhood family education (ECFE) programs that integrate the roles of families, teachers, and social services in serving children in kindergarten through third grade and their families. This report provides an overview of the 10 pilot programs; reviews major strategies of the programs; lists benefits of the programs for children and parents; and examines barriers to the implementation of the programs. The report also describes some of the details involved in implementing expanded ECFE programs; reviews research on parental involvement in programs that support children's school successes and reduce children's chance of experiencing problems with alcohol and other drugs; discusses program participants' satisfaction with the programs; and offers eight recommendations related to ECFE programs in Minnesota. The research reviewed overwhelmingly supports the involvement of parents in any effort aimed at preventing problems which place children at risk, and ECFE programs appear to have extraordinary potential as a vehicle for involving parents in primary prevention. Appendices include a 22-item bibliography, copies of surveys used in gathering data about the 10 pilot programs, and extensive descriptions of the 10 programs. These descriptions, which comprise more than half the document, present information on programs' target populations, agencies participating in the programs, components and evaluation of the programs, recruitment of programs' participants, the relationship of programs to drug abuse prevention, benefits of programs, and barriers to the implementation of programs. (BC)

ED 352 196   PS 021 010

Illinois Kids Count: A Snap Shot of Our Future. County by County

PUB DATE- 92
NOTE- 48p.; Adapted from material developed by the National Center on Child Abuse and Neglect, Office of Human Development Services, U.S. Department of Health and Human Services, and other state departments of Human Services.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Abuse; Child Caregivers; *Child Neglect; Community Services; Elementary Education; Elementary School Teachers; Hotlines (Public); *Identification; Legal Responsibility; Preschool Education; *Sexual Abuse; Social Services; State Legislation; State Programs; *Teacher Responsibility
IDENTIFIERS- *Child Abuse and Neglect Reporting; Educators; *Virginia

This booklet is designed to help educators recognize and report cases of child abuse and neglect that come to their attention. The first section of the booklet provides legal definitions of abuse and neglect according to Virginia law, and lists indicators of physical abuse, physical neglect, sexual abuse, and emotional maltreatment. The second section examines questionable situations, describing the difference between abuse and discipline, corporal punishment, and situations that are not considered abuse or neglect under the law. The third and fourth sections discuss how and when suspected child abuse or neglect should be reported, and examine some of the implications of such reports, including the legal penalties for not reporting suspected child abuse and neglect. The fifth and sixth sections discuss techniques of responding to the child who reports being abused or neglected, and some of the actions that social service agencies take in investigating cases of suspected abuse. An appendix summarizes actions that social service agencies take when child care personnel are alleged to have abused or neglected children under their care, and provides the telephone numbers of local departments of social services at the county and city level in Virginia. (MDM)

ED 352 216 PS 021 079

Moncada, Corinna; And Others
Model Learner Outcomes for Early Childhood Education: Birth to Nine Years.
PUB DATE- 90
NOTE- 229p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; Children; Cognitive Development; Communication Skills; Creative Development; *Early Childhood Education; *Educational Objectives; *Outcomes of Education; Physical Development; Social Development; *Student Evaluation
IDENTIFIERS- Minnesota; *Minnesota State Department of Education; Model Learner Outcomes

Chapter 1 of this document on learner outcomes in early childhood education (ECE) discusses the values, educational philosophy, mission, and goals of the Minnesota State Board of Education. Chapter 2 describes components of an effective early childhood program, the role and purpose of ECE, and emerging issues in consolidating partial credit. Credit is entered by the school awarding credit. Receiving schools can orient students to the program by reviewing the materials students receive upon enrollment, explaining the instruction, and answering any questions the students may have. Students can also get help with course work by calling UT's 800 number. UT offers the following services: (1) training sessions for teachers, tutors, and administrators; (2) student progress reports; (3) follow-up services; (4) a toll-free number; (5) free postage for students enrolled in correspondence courses; (6) services to parents; (7) a visit to the UT campus; and (8) study aides for the Texas Assessment of Academic Skills test. (KS)

ED 352 235   RC 018 885

Hertel, Catherine
Wage and Hour Farm Labor Laws.
PUB DATE- 92
NOTE- 8p.; Paper presented at the National Conference on Migrant and Seasonal Farmworkers (Buffalo, NY, April 29-May 2, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Labor; Employment Practices; *Farm Labor; Federal Legislation; Labor Conditions; *Labor Legislation; Migrant Children; Migrant Education; *Migrant Workers; Seasonal Laborers
IDENTIFIERS- *Migrant Seasonal Agric Worker Protection Act

This paper, by a teacher of migrants, summarizes various farm labor laws and child labor laws pertaining to migrant and seasonal workers. The Migrant and Seasonal Agricultural Worker Protection Act of 1983 provides workers with assurances about pay, hours, and working conditions, including safety and health. This legislation permits anyone aggrieved by a violation of any provision by a farm labor contractor to file suit in any Federal District Court having jurisdiction over the parties. Migrant agricultural workers injured at work may sue their employer for damages under federal laws even though they already have received benefits under state law. The Department of Agriculture has reported that violations of existing child-labor laws are more flagrant among farm operators than any other employer category. Field investigators found that half of the 250,000 children of migrant parents were 4 years behind in scholastic achievement, and many failed to complete elementary school. Children are permitted to work in agriculture outside of regular school hours, if employed by parents on the home farms. Children are also permitted to work if they are between 12 and 14 years of age and employed within 25 miles of their permanent homes with written consent of their parents. New Jersey established a Migrant Labor Board to coordinate the responsibilities of agencies concerned with the work force in highly agricultural states. Several Kansas laws are cited that regulate hours children can work, provisions for work permits, and the responsibilities of the schools in the provision of such permits. Under Kansas law, many services provided by children are not considered employment. (KS)

ED 352 236   RC 018 886

Assisting Native Americans in Assuring the Survival and Continuing Vitality of Their Languages. Report To Accompany S. 2044. Senate, 102d Congress, 2d Session.

areas, computer skills, and experimental techniques emphasized by the course. The appendices, which make up the greater part of the report, contain samples of curricular materials, a syllabus for each of the 28 activity guide units, and reprints of published articles that were developed from the project. (PR)

ED 352 253 SE 052 840

Macdonald, C. A.
Standard Three General Science Research 1987-1988. (A Final Report of the Threshold Project).
PUB DATE- 90
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- African Literature; *African Studies; Bilingual Students; Concept Formation; Curriculum Development; Curriculum Problems; Educational Research; Elementary Education; Elementary School Science; *English (Second Language); *English for Science and Technology; Foreign Countries; Inquiry; Language of Instruction; *Learning Theories; Literature Reviews; Misconceptions; Plants (Botany); Primary Education; Science Curriculum; Science Education; *Science Instruction; Science Teachers
IDENTIFIERS- *Science Process Skills; Setswana; *South Africa; Threshold Project (South Africa)

The superordinate problem that the Threshold Project addressed is the nature of the language and learning difficulties that South African Standard 3 (Std 3) children experience when they change from their mother tongue to English as a medium for instruction. The primary focus of the Threshold Project work in 1987 was on a section of the South African Std 3 general science syllabus entitled plant structure, growth, and reproduction. As an aid to curriculum construction, this relatively non-technical report describes learning theories, reviews the educational research, and reports the results of pre and posttests to assess content knowledge and science process skills. Some of the major conclusions of the report are summarized as follows: (1) Research in the field of alternate conceptions in the South African context needs to be done; (2) a teacher-centered enquiry approach or transition model is the recommended form of instruction; (3) students whose native language was Setswana and were taught in the conventional way in English demonstrated no real learning gains; (4) students taught in a traditional manner in Setswana demonstrated large learning gains and (5) after being taught in the "transitional way" in English, students were able to demonstrate some learning gains. It was concluded that the policy of effecting a complete transition to English in Std 3 is hindering the learning of the children. (PR)

ED 352 254 SE 052 998

Malinowsky, H. Robert
Best Science and Technology Reference Books for Young People.
PUB DATE- 91
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131), Books (010)
DESCRIPTORS- *Annotated Bibliographies; Astronomy; Biology; Books; Chemistry; Computer Science; Earth Science; *Elementary

memorials, plaques, wooded areas, and historical markers and documents in other areas. Opportunities for discovery, self-initiated inquiry, comprehensive environmental awareness, and an appreciation for one's heritage are achievable outcomes of "Magic Day." (PR)

ED 352 272 SE 053 418

Squires, Frances H.
Curriculum Package: Junior High - Middle School Science Lessons. A Visit to the Louisville, Kentucky Airports: Standiford and Bowman Fields.
PUB DATE- Jun 92
NOTE- 30p.; For Elementary Science Lessons, see SE 053 419. For additional related documents, see SO 022 821-823.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aerospace Education; Air Transportation; *Aviation Education; Earth Science; Elementary School Science; Graphs; Intermediate Grades; Junior High Schools; Mathematics Education; Middle Schools; Physics; *Science Activities; *Science Curriculum; *Science Education; Secondary School Science; Wind (Meteorology)
IDENTIFIERS- Airplane Flights; Kites; Rockets; Science Process Skills

This science curriculum was written for teachers of children in junior high or middle school. It contains science activities for the following lessons: (1) Anemometers and Wind Speed; (2) Up! Up! and Away; (3) Jet Lag--Time Zones; (4) Inventors; (5) Model Rocketry; (6) Geometry and Kites; and (7) Super Savers. In lesson one, students construct an anemometer from paper cups and use it to measure wind speed. In lesson two, students construct tissue paper hot air balloons. The objectives of lesson three are to have students understand why there are time zones and to calculate differences between time zones. Two worksheets on time zones are provided. The objectives of lesson four are to have students understand the developments in man's attempt to fly. In lesson five students launch model rockets and measure the distance from the launch site to where the rockets landed, the altitude reached, and the time of descent. In lesson six, students apply the principles of geometry to construct a box kite. The objectives of lesson seven are for students to gain experience in finding percentages and solving problems concerning airline fares. (PR)

ED 352 273 SE 053 419

Squires, Frances H.
Curriculum Package: Elementary Science Lessons. A Visit to the Louisville, Kentucky Airports: Standiford and Bowman Fields.
PUB DATE- Jun 92
NOTE- 35p.; For Junior High-Middle School Science Lessons, see SE 053 418.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aerospace Education; Air Transportation; *Aviation Education; Elementary Education; Elementary School Science; Physics; *Science Activities; *Science Curriculum; *Science Education; Wind (Meteorology)
IDENTIFIERS- Airplane Flights; Kites; Science Process Skills

6 and 7 are included: Who took my desk?; Forgery in the schools; Defamation of character: slander and libel; Is the prank worth the punishment?; First time offenders get a break; I didn't think I'd get caught!; Children at work! Past and present; Who will get the kids?; It's o.k. to tell!; Is just saying no to drugs enough?; I bought it, I can copy it, can't I?; The private "I": whose "I" matters most?; What took the joy out of joy riding?; A thief by any other name...; AIDS and the right to privacy; May I use the phone?; and Georgia's water is no puzzle. An appendix includes: copies of the U.S. Constitution and the Georgia Bill of Rights; ordering information; use report form; and lessons in the K-3 supplement. (DB)

ED 352 295   SO 022 558

Smith, Douglas C.
The Chinese Family in Transition: Implications for Education and Society in Modern Taiwan.
PUB DATE- 92
NOTE- 56p.; A version of this paper appeared in "Asia Culture Quarterly" (Fall, 1992). The paper was originally presented at the Comparative Education Association/World Bank Seminar (Annapolis, MD, Spring, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Chinese Culture; Confucianism; Cross Cultural Studies; Cultural Influences; *Family (Sociological Unit); Family Characteristics; *Family History; Family Life; Family Structure; Foreign Countries; Foreign Culture; Industrialization; Non Western Civilization; *Social Change; Social Influences; Urbanization
IDENTIFIERS- *Taiwan

This paper investigates the challenges facing the modern Chinese family in Taiwan. An understanding of how culture and family life interact in other cultures may be useful in helping to understand such interactions in one's own society. Confucianism and family stability have been two enduring features of the protracted civilizations of China. In recent years, Taiwan has been influenced by dramatic cultural, economic, social, and political changes, all of which have threatened the traditional Chinese family configurations and relational patterns. Industrialization, urbanization, and Westernization have led to numerous changes in the fabric of Chinese family life in Taiwan. The role of women, education, divorce, recreation, religion, childrearing, pollution, aging, military service, filial piety, consumerism, and family interaction are discussed and analyzed. A bibliography of 64 references is included. (Author/DB)

ED 352 296   SO 022 563

Mayton, Daniel M., II; And Others
Nonviolence, Values, and Moral Reasoning: Empirical Support for Theoretical Relationships.
PUB DATE- 92
NOTE- 20p.; Paper presented at the International Congress of Psychology (25th, Brussels, Belgium, July 19-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

found that stages of collegiality could be identified among experienced teachers. (Contains 39 references.) (IAH)

ED 352 316 SP 034 067

Hinz, Lisa; And Others
A Survey of Parent Involvement Course Offerings in Minnesota's Undergraduate Teacher Preparation Programs.
PUB DATE- Apr 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Course Descriptions; *Education Courses; Education Majors; Elementary Secondary Education; Higher Education; *Parent Participation; Parent Teacher Cooperation; Preservice Teacher Education; School Catalogs; School Surveys; *Teacher Education Programs
IDENTIFIERS- *Minnesota

This survey of Minnesota colleges of education describes the availability of courses for prospective teachers which promote greater parental involvement in elementary and secondary schools. Survey results are based on information in course catalogs for the 1991-92 academic year in the 27 Minnesota colleges and universities offering a degree program in education. Findings indicate that despite extensive research showing the need for and positive impact of parent involvement on student learning, the undergraduate teacher preparation programs currently offered in Minnesota do not appear to respond to this need. Less than half of the 27 teacher preparation programs in the state offer courses that focus on helping future teachers learn to involve parents as active partners in the teaching of their children. Three course descriptions illustrate the types of courses identified as parent involvement courses emphasizing the ways future K-12 teachers can increase the active role of parents in their children's education. Two appendices are included: the first lists parent involvement courses offered at the colleges and universities surveyed; the second details the courses in the first appendix using course descriptions from the college or university's most recent catalog. (LL)

ED 352 317 SP 034 068

Rollefson, Mary
Teacher Turnover: Patterns of Entry to and Exit from Teaching.
PUB DATE- 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Numerical/Quantitative Data (110)
DESCRIPTORS- Career Change; Elementary Secondary Education; *Faculty Mobility; National Surveys; Private Schools; Public Schools; *Teacher Persistence; *Teacher Supply and Demand
IDENTIFIERS- National Center for Education Statistics; Schools and Staffing Survey (NCES)

Data collected from the 1987-88 Schools and Staffing Survey supplied estimates of teacher attrition from public and private schools and from the profession, sources of supply of newly hired teachers, and destinations of attritioning teachers. Findings indicate that: (1) rates of attrition in public included. (IAH)

ED 352 335 SP 034 138

Lipman, Matthew
Misconceptions in Teaching for Critical Thinking. Resource Publication, Series 2 No. 3.
PUB DATE- 89
NOTE- 11p.; For other documents in this series, see SP 034 129-137.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Thinking; *Educational Objectives; Educational Philosophy; Elementary Secondary Education; *Teacher Effectiveness; Teacher Student Relationship; *Teaching Methods; Thinking Skills

A working definition of critical thinking is needed to guide teachers to encourage their students to think critically and to coach them as they proceed. Constructing a working definition involves first identifying certain assumptions that, when taken collectively, may be incompatible with an effective definition of critical thinking. Among these misconceptions are: (1) teaching for thinking is equivalent to teaching for critical thinking; (2) reflective teachers produce reflective learners, and therefore, students will think critically if teachers teach what they know in a critical way; (3) teaching about critical thinking is an effective way to teach for critical thinking; (4) teaching for critical thinking involves drilling for thinking skills; (5) teaching for logical thinking is equivalent to teaching for critical thinking; and (6) teaching for learning is just as good as teaching for critical thinking. Critical thinking is a way of making education relevant. It can be conceived of as thinking that is reliant upon criteria, self-correcting, sensitive to context, and conducive to judgment. These features can be operationalized when the classroom is converted to a community of inquiry. (IAH)

ED 352 336 SP 034 186

Levy, Fran J.
Dance Movement Therapy: A Healing Art. Revised Edition.
PUB DATE- 92
NOTE- 373p.; For the earlier edition, see ED 291 746.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Dance Education; *Dance Therapy; *Health Promotion; History; Human Body; Leaders; *Movement Education; Physical Therapy; Profiles; *Psychomotor Objectives; Psychomotor Skills; Psychotherapy; Theory Practice Relationship
IDENTIFIERS- *Movement Therapy

The concern of this text is the need that many individuals have for nonverbal, primarily physical forms of expression, and how this need has fueled the development of a new psychomotor discipline. The book treats the theory and practice of dance therapy, and examines the entire field from its inception through the present. Dance therapy, the use of dance/movement as a healing tool, is rooted in the idea that the body and mind are inseparable. The book is organized into three units. Unit 1, containing three sections and eight chapters, presents a view of the early development of the field of dance/movement

ED 352 354 SP 034 226

Sudzina, Mary R.; Knowles, J. Gary

Personal Characteristics and Contextual Conditions of Student Teachers Who "Fail": Setting a Course for Understanding Failure in Teacher Education.

PUB DATE- Apr 92

NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; Context Effect; Cooperating Teachers; Elementary Secondary Education; *Failure; Higher Education; Interpersonal Relationship; *Performance Factors; Perspective Taking; Preservice Teacher Education; Research Needs; Self Efficacy; *Student Teacher Attitudes; *Student Teacher Evaluation; *Student Teachers; Student Teacher Supervisors; *Teacher Characteristics; Teaching (Occupation)

This paper provides a framework for examining the phenomenon of failure in student or practice teaching. The "failed" and "withdrawn" records and files of 25 student teachers over a 10-year period were analyzed. These cases represent the stories of preservice teachers who participated in teacher preparation at a large, regional research university and at a medium-sized parochial university. Particular gender, age, experiential, personal, familial, and other characteristics were evident in these individuals. The primary difficulties that the student teachers faced related to issues of classroom management, teaching effectiveness, organizational skills, communication abilities, and personal attributes. Conditions that promoted failure revolved around incongruent placements and subject problems, poor interpersonal relationships with cooperating or supervising teachers, and difficulties associated with understanding particular student or community populations. The paper maps out the massive weaknesses in knowledge of this phenomenon and suggests a course for future research. The paper concludes with 6 tables and 30 selected references. (Author/LL)

ED 352 355 SP 034 227

Cromwell, Ronald R.

Key Supervision Skills That Will Touch the Future of School Reform.

PUB DATE- 91

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cooperating Teachers; Educational Change; Elementary Education; Excellence in Education; Higher Education; Inservice Teacher Education; *Leadership Training; School Restructuring; Skill Development; Student Teaching; *Supervisory Training; Teacher Effectiveness; *Teacher Supervision; *Training Methods; Training Objectives

IDENTIFIERS- Indiana University East; Reflecting (Communication); *Reflection Process; Reform Efforts; *Self Empowerment

In the spirit of educational reform efforts, this paper describes a supervisory training program at Indiana University East. The program, based on the development of reflective skills, is

DESCRIPTORS- *Academic Achievement; Accountability; Achievement Tests; Check Lists; Definitions; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *Portfolios (Background Materials); Standardized Tests; *Student Evaluation; Thinking Skills; Writing Evaluation
IDENTIFIERS- *Authentic Assessment; Fact Sheets; *Performance Based Evaluation

Authentic evaluation of educational achievement directly measures actual performance in the subject area. Standardized multiple-choice tests, on the other hand, measure test-taking skills directly, and everything else indirectly or not at all. Also called performance assessment, appropriate assessment, alternative assessment, or direct assessment, authentic evaluations include a variety of techniques such as written products, portfolios, check lists, teacher observations, and group projects. All forms of authentic assessment can be summarized numerically or put on a scale to make it possible to combine individual results and to meet state and federal requirements for comparable quantitative data. Authentic assessment, developed in the arts and apprenticeship systems, is today most widely used in evaluating writing. Similar approaches are being developed with open-ended mathematics questions. Authentic assessments are also being developed for science, history and social studies, and reading. Assistance in the evaluation process by community groups, parents, administrators, and university faculty will help ensure that racial and cultural biases do not distort the assessment process. Authentic evaluation can provide more information than any multiple-choice test possibly could. As they promote the thinking curriculum everyone wants for children, authentic evaluations will provide genuine accountability. (SLD)

ED 352 374 TM 019 264

What's Wrong with Standardized Tests?
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; Cultural Differences; Elementary Secondary Education; *Evaluation Methods; Individual Differences; Intelligence Tests; Measurement Techniques; Minority Groups; Racial Differences; Scoring; *Standardized Tests; *Student Evaluation; Test Bias; *Testing Problems; Test Reliability; Test Use; Thinking Skills
IDENTIFIERS- Fact Sheets

This fact sheet lists problems involved in the use of standardized tests. It is argued that standardized tests are not really fair and helpful evaluation tools because they reward the ability to answer superficial questions quickly and do not measure the ability to think or create in any field. They also assume that all test takers have been exposed to a white, middle-class background. The only truly objective part of most standardized tests is the scoring. Standardized tests are not completely reliable. Test scores for children and for sub-sections of tests are much less reliable than are scores for adults and for whole tests. Standardized test scores do not necessarily reflect real differences among people and they often do not adequately eliminate underlying biased cultural assumptions built into the test as a whole. Intelligence tests are a type of achievement test that measures knowledge of standard English and exposure to the cultural experiences of

Background Paper.
PUB DATE- 24 Sep 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; College Outcomes Assessment; *Educational Assessment; *Educational Quality; Evaluation Criteria; *Higher Education; Long Range Planning; State Agencies; State Standards; *Statewide Planning
IDENTIFIERS- *Colorado; State Initiatives

This paper explores current Colorado postsecondary academic assessment and accountability efforts and offers a framework for decision-making about how to alter or enhance those efforts. The paper makes a distinction between assessment and accountability efforts from the statewide perspective. Assessment is defined as the use of measurement techniques to determine the impact of education on students. Accountability is defined as the use of assessment results to inform the public of the performance of the state's postsecondary education system. Also described are current practices which range from the legislatively mandated Higher Education Accountability Program (HEAP) to institution-based activities. A following section analyzes the adequacy of these current efforts arguing that HEAP is generally successful, that program accreditation and program review are effective, and that "The Scorecard," an annual publication offering a summary of a number of measures, has potential for becoming a valuable tool. National perspectives on postsecondary assessment and accountability are also reviewed. The paper concludes by proposing four options: (1) maintain assessment and accountability efforts currently underway; (2) discontinue or scale back current assessment activities, while enhancing accountability; (3) develop one system to do both assessment and accountability; and (4) continue current assessment activities, while enhancing accountability efforts. (Author/JB)

ED 351 937 HE 025 998

The Colorado Commission on Higher Education Implementation of House Bill 1187. Colorado Commission on Higher Education Master Plan Background Paper.
PUB DATE- Sep 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; Admission Criteria; Educational Finance; *Educational Legislation; Educational Quality; Extension Education; Higher Education; Incentive Grants; Long Range Planning; Program Implementation; Retrenchment; State Agencies; State Departments of Education; *State Legislation; State Standards; Statewide Planning
IDENTIFIERS- *Colorado; *House Bill 1187 (Colorado 1985); Tuition Reciprocity

This paper reviews progress on Colorado's Postsecondary Education Master Plan which forms the policy direction of the state's higher education system. In particular it reviews the Colorado Commission on Higher Education's (CCHE) implementation of Colorado State legislative House Bill 1187 (HB1187). Each major section of the legislation is presented with background, statutory directive, CCHE response, and a summary. The review suggests that some sections might be eliminated because they dilemma questioning approach. The paper concludes that all college students should be required to successfully complete critical thinking courses. Contains 15 references. (GLR)

ED 351 955 HE 026 018

Brickman, William W.; Zepper, John T.
Russian and Soviet Education 1731-1989. A Multilingual Annotated Bibliography. Reference Books in International Education Series, Volume 9.
PUB DATE- Apr 92
NOTE- 538p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Educational Development; *Educational History; Educational Practices; Educational Trends; Foreign Countries; Higher Education; Nineteenth Century Literature; Resource Materials; Twentieth Century Literature
IDENTIFIERS- *Russia; *USSR

This multilingual and annotated bibliography designed to serve as a reference to scholars and students of Russian-Soviet Education contains 1,652 annotations and lists 103 dissertations whose abstracts are readily available. It covers resource materials published in both the 19th and 20th centuries. Also included is a chapter outlining the historical development of Imperial Russian and Soviet Education from the Middle Ages to 1990. The bibliography's citations are listed alphabetically by author or title. It contains language and subject indexes. (GLR)

ED 351 956 HE 026 019

Lawrence, Francis L.
Charge to the University Committee on the Undergraduate Curriculum.
PUB DATE- 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Admission Criteria; Basic Skills; *College Curriculum; Communication Skills; *Educational Planning; *Educational Quality; Engineering Education; General Education; Higher Education; Mathematics Education; Organizational Objectives; Science Education; Skill Development; *Undergraduate Study
IDENTIFIERS- *Rutgers The State University NJ

This paper presents the long and short versions of the charge to the University Committee on the Undergraduate Curriculum designed to establish Rutgers' university-wide goals of excellence against which each college will be asked to measure its curriculum. The purpose of the Committee's task was to help the colleges meet the challenges of high standards in basic skills, coherence in general education, and integration in major programs. The Committee is charged with the following: (1) to develop a clear and specific articulation of the courses and skill levels that incoming students must have to succeed at Rutgers; (2) to suggest means through which colleges and departments can address the special curricular and teaching issues in science, mathematics, and engineering in order to revive student interest and increase competence, and to recommend high, assessment-based standards for communication skills and means of achieving the new standards; and (3) to study analyzed data from the Pennsylvania Department of Education and the Census Bureau's Current Population Survey reports. These data showed that racial/ethnic minorities generally made gains in college educational attainment in Pennsylvania, but that amount of gain varied greatly by racial/ethnic group. From 1980-81 to 1989-90 the total number of racial/ethnic minority graduates rose by 35.4 percent while the number of white graduates increased by just 6.7 percent. Much of the gains for racial minorities were due to the number of Asian graduates, which grew by over 150 percent. The number of non-resident aliens increased by 88 percent, Hispanics by nearly 64 percent, and American Indians by 6.7 percent. However, the number of Black graduates fell by about 7 percent. Overall, trends indicate that though a greater proportion of Blacks attended college, a relatively larger share were leaving universities before they received their degrees. In addition students from other groups were more likely to complete their educations and receive degrees. Ten figures and six tables illustrate the report. (JB)

ED 351 975 HE 026 041

"Discover New Worlds with Technology". Proceedings of the Annual College and University Computer Users Conference (37th, Miami, Florida, May 3-6, 1992).
SPONS. AGENCY- International Business Machines Corp., New York, N.Y.
PUB DATE- 6 May 92
NOTE- 520p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; Career Information Systems; Computer Networks; Computer Oriented Programs; Computers; Computer Software; Computer Software Development; Computer Storage Devices; *Computer System Design; *Computer Uses in Education; Electronic Mail; *Higher Education; *Information Management; Information Networks; Information Services; Information Transfer; Microcomputers; Online Systems; Reference Services; Teleconferencing

This book contains 37 papers on computer use in higher education originally presented at a May, 1992, conference of college and university computer users. Most of the papers describe programs or systems implemented at particular institutions and cover the following: systems for career planning, automating purchasing and financial commitments, student information systems, database operations, a computerized multi-campus transfer information system, degree audit systems, distributed financial information systems, electronic exchange of student transcripts, distributed computing, data management and admissions recruitment, user-oriented general ledger systems, virtual reality, reengineering for administrative processes, class scheduling and enrollment management, microcomputer applications, applications for touch-tone systems, Guaranteed Student Loan Systems, imaging, future trends in information technology, electronic report distribution systems, computer-assisted advising systems, automating the federal verification process, electronic transcript processing, leveraging investments in older technology, the CHRONOS system, decentralized budget preparation, administrative data requirements for instructional effectiveness, information access to corporate data, the implementation and management of a large complex fiber optic network, and data quality and quantity. (JB)

ED 351 994 HE 026 062

NUFFIC: A Portrait. 1989.
PUB DATE- 90
NOTE- 38p.; Some graphics may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; Developing Nations; *Exchange Programs; Foreign Students; Grants; Higher Education; Information Dissemination; *International Educational Exchange; *International Programs; Program Budgeting; Publications
IDENTIFIERS- Africa; Asia; Latin America; *Netherlands; *NUFFIC (Netherlands)

This report describes recent developments in international educational cooperation and their effects on the Netherlands Organization for International Cooperation in Higher Education (NUFFIC), and presents a picture of NUFFIC as an organization. It has two parts. Each part is organized into parallel sections covering: cooperation in Asia, Africa, and Latin America; cooperation with industrialized countries; study assessment; information and documentation; and foreign students. Part I addresses NUFFIC the organization, with descriptions of its structure, activities, and approach. Also described are the three organizations closely associated with NUFFIC: CESO (Centre for the Study of Education in Developing Countries); IMWOO (Institute for Social Science Research in Developing Countries); and RAWOO (Advisory Council for Scientific Research in Development Problems). Part II presents the main developments occurring in NUFFIC in 1989, with supporting statistics. NUFFIC activities that are highlighted include the evaluation for equivalency and professional recognition, the types of information that NUFFIC provides as well as collects for international activities, and the various grant programs that NUFFIC administers. Contains numerous black and white photographs and various color graphics. (GLR)

ED 351 995 HE 026 169

Making College Affordable Again: Final Report.
PUB DATE- Feb 93
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Business Responsibility; *Educational Finance; Federal Programs; *Futures (of Society); *Government Role; Higher Education; Institutional Role; Parent Responsibility; Paying for College; Policy Formation; *Postsecondary Education; *Public Policy; Responsibility; School Responsibility; State Programs; Student Financial Aid; Trust Responsibility (Government)

This publication presents the findings of a commission that evaluated the current division of responsibilities for financing postsecondary education and makes recommendations for restructuring national policy in this area. Following an executive summary in section I, section II analyzes the policy concerns of college cost, accessibility, and financial responsibility. Section III presents the commission's recommendations concerning the federal role in financing

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Clinical Diagnosis; Concept Teaching; Educational Technology; Foreign Countries; *Formative Evaluation; *Health Education; Higher Education; Hypothesis Testing; *Instructional Design; Instructional Development; *Instructional Effectiveness; Instructional Improvement; Instructional Materials; Intermode Differences; Models; *Videodisks
IDENTIFIERS- Netherlands

This article addresses the problem of ascertaining the most suitable learning environment for learning diagnostic skills in health education--specifically diagnostic reasoning and the selection of therapy--through the design, development, and evaluation of a videodisc program. It describes the design, development, and formative evaluation of a videodisc at the University of Twente (The Netherlands) to investigate the effectiveness of two different instructional modes, expository and interrogatory. It also indicates that the hypothesis being tested in evaluating this disk, which was based on the Tennyson and Cocchiarella model for concept learning, pertains to learning outcomes of the various instances; the sequence of instances; and the effects of contrasts in the variable attributes of instances. A discussion of the theoretical background includes abstraction theory, the hypothesis approach, prototype theory, and the Tennyson and Cocchiarella instructional design model. Details are given of the design and development of three modules; the rationale for selecting the videodisc medium; recording techniques, editing, screen design, and user-interface; technical state of the art of videodisc; and compression techniques. A description of improvements that were made based on a formative evaluation of a prototype videodisc concludes the article. (Contains 24 references.) (ALF)

ED 352 013 IR 015 842

Stoll, Peter F.
SED/Apple Computer, Inc., Partnership Program.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Networks; Computer Software; *Computer Uses in Education; Corporate Support; Educational Technology; Elementary Secondary Education; *Long Range Planning; *Microcomputers; Private Sector; Public Policy; Public Sector; *School Business Relationship; State Departments of Education; Telecommunications
IDENTIFIERS- Apple Computer Inc; Networking; New York State Education Department; Workstations

In 1990, the New York State Education Department (SED), Apple Computer, Inc., Boards of Cooperative Educational Services (BOCES), and school districts formed a partnership to explore the contribution technology can make to schools based on Apple Computer's Learning Society and SED's Long-Range Plan for Technology in Elementary and Secondary Education in New York State. The partnership, reported on by these two journal articles, includes two major phases. In Phase I, Partnership Projects, five school districts--Buffalo City Schools, Levittown Union Free School District, Somers Central School District, New York City Community School District #27, and Newburgh City Schools--received significant amounts of

(150)
DESCRIPTORS- Accreditation (Institutions); *Change Strategies;
*Educational Environment; Educational History; Graduate Study;
Higher Education; *Information Science Education; Information
Scientists; Library Education; *Library Schools; Professional
Occupations; *Specialization; Undergraduate Study

Library/Information Science (LIS) education is facing cataclysmic change brought about by changes in the information professions. LIS education must provide education for the evolving information professions or it will become obsolete. Two central characteristics describe the status of LIS schools and their likely evolution. First is the depth and range of their programs. Some schools offer only one degree, the MLS (Master's degree in Library Science). Other programs have multiple degrees and specializations at the undergraduate and graduate levels. The second characteristic is the program perspective. Some LIS programs begin with the presumption that the school is shaped by the discipline of library science. Others begin with the presumption that they are defined by the evolving information professions. LIS schools that will prosper will develop models of graduate and undergraduate information studies; they will develop a range of program specializations to meet the needs of existing and evolving information professional niches; and they will integrate a range of information from other disciplines into coherent programs of "information studies." Intended to serve as a catalyst for discussion of LIS education and the role of specialization, this essay: (1) explores the definition of specialization; (2) assesses the existing context in which LIS programs operate; (3) presents several possible scenarios to develop specialization in LIS education; and (4) identifies and analyzes key issues related to the implementation of specialization in LIS education. A discussion of five change strategies and the characteristics of strategic thinking necessary to bring change concludes the essay. (Contains 32 references.) (KRN)

ED 352 033 IR 054 254

Lancaster, F. W., Ed.; Smith, Linda C., Ed.
Artificial Intelligence and Expert Systems: Will They Change the Library? Papers Presented at the Annual Clinic on Library Applications of Data Processing (27th, Urbana, Illinois, March 25-27, 1990). Illinois, March 25-27, 1990).
PUB DATE- 92
NOTE- 303p.; For the proceedings of the 1986 Processing Clinics, see ED 293 562.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Books (010)
DESCRIPTORS- *Artificial Intelligence; Cataloging; *Expert
Systems; Futures (of Society); *Indexing; *Information
Management; *Information Technology; Library Automation;
Library Collection Development; Library Technical Processes;
Online Searching; Reference Services; Users (Information)
IDENTIFIERS- Document Delivery; *Knowledge Representation;
*Natural Language Processing

Some of the 12 conference papers presented in this proceedings focus on the present and potential capabilities of artificial intelligence and expert systems as they relate to a wide range of library applications, including descriptive cataloging, technical services, collection development, subject indexing, reference services, database searching, and document delivery. Other papers deal with the underlying design issues of

Research Service of the Library of Congress" (Ruth Wust); (15) "Hypermedia in the Library: Design Guidelines Based on Assessment Tests" (Eva Bertha and Erich J. Schwarz); (16) "Conclusions and Comments (Maurice B. Line). The publication also contains an introductory preface; the agenda of the seminar; a list of participants; and a list of participating vendors. (KRN)

ED 352 050 IR 054 274

Handbook for Student Assistants of New Mexico Tech Library. Revised.
PUB DATE- Sep 92
NOTE- 17p.; For an earlier version, see ED 317 211.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Libraries; College Students; Guidelines; Higher Education; Job Training; *Library Technicians; Occupational Information
IDENTIFIERS- *New Mexico Institute of Mining and Technology; *Student Assistants

This guide, which gives student library assistants background information about the New Mexico Tech Library as a whole, is designed to be used in conjunction with the operations manual of the department in which the assistant is placed. It provides information under four headings: (1) Library Departments (reference, interlibrary loan, technical services, circulation, periodicals, archives, acquisitions, and audiovisual equipment); (2) Non-Library Departments (the curriculum collection, tutoring services, and the typing room); (3) Work Skills (general student employee information and suggestions for good telephone and business etiquette); and (4) Library Specific Skills (who is responsible for answering reference and directional questions, servicing photocopy machines, and getting supplies). Discussions of the library's classification system and emergency procedures are also provided as well as floor plans of the library. (KRN)

ED 352 051 IR 054 275

Beauchamp, Darrell G., Ed.; And Others
Investigating Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (22nd, Bloomington/Normal, Illinois, October 1990).
PUB DATE- 91
NOTE- 476p.; For the proceedings of the 1988 and 1989 conferences, see ED 311 865 and ED 321 739.
LANGUAGE- English
EDRS Price- MF01/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; Computer Graphics; Concept Formation; Elementary Secondary Education; Higher Education; *Hypermedia; *Instructional Design; Instructional Effectiveness; Photography; Teaching Methods; Visual Arts; *Visual Learning; *Visual Literacy; *Visual Perception

This volume contains 53 articles grouped under five headings: (1) Research (14 papers on such topics as cognitive style and cognitive strategies, visual literacy training, and the impact synthesiz(e,ed,ing), emulat(e,ed,ing,ion), representation, computer(s); with: reasoning, intelligence, knowledge, thinking, thought, cognition, decision(s), problem solving." "Consider also" notes suggest related words or phrases, e.g. (using the AI example), "Consider also: intelligence system(s), knowledge engineering, knowledge system(s), knowledge base, heuristics, inference technique(s), expert system(s), inferential engine(s)." "See also" notes refer to related records, e.g. (again, under AI), "See also: Cognition; Computers; Cybernetics; Heuristics; Intelligence; Robotics; User friendly systems." Because electronic searching is new to many people, the book also includes a section on the basics of computer searching and another on natural language searching, what it is, and when and how to use it. A "suggestion form for new concepts/terms" is provided for the user's convenience. Selected sources (60) used to compile the thesaurus are listed at the end of the book. System features of the popular online or CD-ROM search vendors, information on British spelling, and instructions for searching subsets of certain databases are provided in appendices. (JH)

ED 352 069 IR 054 533

1988-1991 Salary Survey of Pennsylvania Academic Libraries.
SPONS. AGENCY- Pennsylvania State Library, Harrisburg.
PUB DATE- 92
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Church Related Colleges; Higher Education; *Librarians; Longitudinal Studies; Private Sector; Public Sector; *Salaries; State Surveys; Work Experience

These four annual survey reports combined here were published separately as a service to members of the Pennsylvania Library Association's College and Research Division. Questionnaires were sent each year to approximately 150 two-year, baccalaureate, comprehensive, and doctoral degree granting colleges and universities. Libraries surveyed were part of public, state-related, nonsectarian, and church-related institutions. The survey follows the Association of Research Libraries Salary Survey model, and the institutional source of information reported is kept confidential. Depending on the year of the survey, between 62-65% of the libraries responded, and the statistics represent about 75% of the approximately 1,100 academic librarians employed statewide. Results of the survey are reported in 15 identical tables in each of the four volumes. These tables provide information on the distribution of professional staff by salary bracket and experience; distribution of beginning salaries; average salaries by years of experience, metropolitan area, type of institution, size of professional staff, and AAUP category; number of librarians by years of experience, metropolitan area, type of institution, position, size of professional staff, and AAUP category; and information about the number, salaries, distribution, location, and experience of minority librarians. Most of the 15 tables correlate two of these characteristics. A list of the libraries participating in the survey and a copy of the questionnaire for that year's survey is appended to each of the four reports. (KRN)

ED 352 070 JC 920 467

faculty, administrators, and the institutional researchers identify four to six key evaluation measures, generally involving aspects of program demand and efficiency, satisfaction, and outcomes. For each indicator, a green line, which represents a satisfactory performance level, and a red line, which indicates that serious intervention is necessary, are established. The area between the red and green lines creates a sort of caution zone, where further analysis, observation, or minor changes are indicated. Additional information is provided to allow the reader to understand the scope and context of the program. The evaluation report, not to exceed 5 to 10 pages, includes a program description, a program health indicator graph, linear graphs, tabular data, narrative analysis, and appendices. Problems encountered in pilot testing the review process included difficulties in setting realistic standards for health indicators, ineffective data systems, data-hungry faculty, low response rates not resulting in statistically significant results, and the currency of the data. A sample program review for Kapiolani's Associate Degree Nursing Program is provided, excluding appendices. (MAB)

ED 352 086   JC 930 006

Articulation Report, Fall 1992.
PUB DATE- Aug 92
NOTE- 150p.; For previous report, see ED 341 411.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Articulation (Education); *College Transfer Students; Community Colleges; Comparative Analysis; *Enrollment Trends; Ethnic Groups; *Grade Point Average; Higher Education; Majors (Students); School Statistics; State Surveys; State Universities; *Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *Florida; *State University System of Florida

Focussing on the period from 1989 to 1991, this articulation report provides information on students enrolled in Florida's State University System (SUS) who, prior to enrolling in their respective universities, attended one of Florida's 28 public community colleges. Following an overview of articulation in Florida, a series of 15 tables is provided, presenting information on students' sex, race, age, date of entry into the SUS, hours of credit transferred, and hours of credit earned at the university; the SUS enrollment rate of former community college students; grade point averages (GPA's); student majors; comparisons of the SUS performance of transfers based on semester hours earned at the two-year college; and comparisons of the performance of associate of arts graduates in the SUS with native SUS students. Highlighted findings include the following: (1) in fall 1991, there were 67,416 former community college students in the SUS, an increase of over 13% compared to 1989; (2) during each year from 1989 through 1991, female students comprised 56% of the two-year college transfers to the SUS; (3) in 1991, the percentage of White student transfers to the SUS decreased by 1.7%, while the percentage of Black, Hispanic, and Asian students increased by 0.5%, 0.8%, and 0.3%, respectively; (4) 84.3% of the 1991 transfer students had accumulated 60 semester hours or more upon entering the SUS; and (5) 69.4% of the transfer students earned a GPA of 2.5 or higher while enrolled in the SUS, up from 67.1% in 1989. Lists of two- and four-year institution presidents and articulation officers are included. (PAA) interviews. (PAA)

ED 352 103 JC 930 034

Snouffer, Nancy Kendall; And Others
Measuring and Facilitating Vocabulary Acquisition of Basic Skills Reading Students.
PUB DATE- 25 May 92
NOTE- 35p.; Paper presented at the National Institute for Staff and Organizational Development's Annual International Conference on Teaching Excellence (14th, Austin, TX, May 24-27, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; History Instruction; Instructional Materials; *Mathematical Vocabulary; Nursing Education; Reading Ability; *Reading Skills; Reading Tests; *Remedial Reading; Teaching Methods; Two Year Colleges; Two Year College Students; *Vocabulary; *Vocabulary Development; Word Lists
IDENTIFIERS- *Del Mar College TX

A vocabulary improvement project, comprised of three components, was initiated at Del Mar College (DMC) in Corpus Christi, Texas, in spring 1991. Component 1 consisted of a baseline study of vocabulary knowledge among students in two levels of remedial reading classes. The test instrument measured content-specific vocabulary in English/literature, mathematics, science, and social studies. Component 2 of the project involved a search of print and computer sources for content-based reading assignments and vocabulary practice exercises. In the final component of the project, beginning-level instructors in remedial English, remedial math, Vocational Nursing, and American History were asked to provide lists of 50 or more basic vocabulary words that students would need to begin the first course in their disciplines. These lists will be used in designing learning packets for vocabulary reinforcement and reading. Included in this report on the project are data tables showing results from the vocabulary testing in Component 1 of the study; the completed lists of subject-specific vocabulary terms provided to instructors in Component 3; a list of criteria used for evaluating materials in Component 2; a bibliography of materials examined, including information on costs and ordering procedures; and two sample instructional units emerging from the project, covering math and reading vocabulary. (PAA)

ED 352 104 JC 930 035

Williams, Luther S.
Partners in Changing Math & Science Education: The Role of the National Science Foundation, the Role of Community Colleges.
PUB DATE- 23 Oct 92
NOTE- 85p.; Paper presented at the Annual Computer Conference of the League for Innovation in the Community College (9th, Orlando, FL, October 21-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; Community Colleges; *Financial Support; Grants; *Mathematics Education; Program Descriptions;

perceptions of the way in which a group of 4-year-old children became incorporated into two reception classes. Study methodology included teacher and researcher observations and the videotaping and photographing of six types of social episodes at school: dressing and undressing, playtime, drinks, table-based work, lunchtime, and coming to school and going home. Home-based activities included a survey of 62 parents (with a 75% response rate), diaries kept by parents of seven 4-year-olds about conversations with their children, and tutor-parent-child discussions. Study findings suggested that children may be most under stress during the first important weeks of school when students are separating from their parents, siblings, and homes; when they are in transition from one activity to another; and when they are being incorporated into the class as a group. The child-school incorporation process is a dynamic, multifaceted, interactive process including all the participants involved. Appropriate changes and improvements in policy and practice must be based on a cognizance of the impact of separation, transition, and incorporation on children. At the school serving as the site of the study, a number of such changes have been made in the areas of home-school links, admission policy, classroom practice, and appraisal and development of policy and practice. (Contains 31 references.) (AC)

ED 352 122 PS 020 837

Pascal, Christine
Capturing the Quality of Education Provision for Young Children: A Story of Developing Professionals and Developing Methodology.
PUB DATE- Aug 92
NOTE- 14p.; Paper presented at the European Conference on the Quality of Early Childhood Education (2nd, Worcester, England, August 27-29, 1992); see PS 020 890.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Data Collection; *Educational Assessment; *Educational Quality; Educational Research; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; *Preschool Education; *Research Methodology; Research Utilization; Staff Development
IDENTIFIERS- *United Kingdom

A study documented, evaluated, and compared the quality of education provided to 3- and 4-year-old children in diverse settings in the United Kingdom. The study also explored the relationship between different forms of child care settings and children's educational experiences, and considered the use of a combination of an evaluation of educational quality and professional development and training as an instrument for improving the quality of early childhood education. Detailed, qualitative descriptions of the experiences and practices, related to educational quality, of individuals involved in creating children's educational experiences were gathered. These individuals included managers, educators, parents, and children. This qualitative method is based on a recognition of the subjective and value-laden nature of the concept of quality. Data were gathered for 10 dimensions of quality: (1) aims and objectives; (2) curriculum; (3) teaching and learning styles; (4) planning, assessment, and record keeping; (5) staffing levels and staff training; (6) physical environment; (7) relationships and interaction; (8) equal opportunities with regard to race, class, and disability; (9) parental involvement, liaison, and coordination; and (10) monitoring and

Management; State Legislation; State Programs; Teacher Attitudes
IDENTIFIERS- *Kentucky; *Kentucky Education Reform Act 1990

These three reports by national consultants assess first year progress in implementing state mandated educational reforms in Kentucky. First, "The Status of Primary School Reform in Kentucky and Its Implications," by James Rath, Lilian Katz, and John Fanning, reports on site visits to 14 public schools to assess progress in implementing the Kentucky Educational Reform Act (KERA) in primary schools. Findings with respect to the introduction of cooperative learning, developmentally appropriate practice, authentic assessment, parent involvement, and multi-age grouping practices are presented, along with administrators', parents', and teachers' views about KERA mandates. Next, "School-Based Decision Making: Observations on Progress," by Jane L. David, presents results of interviews with Kentucky education officials, school visits, and a review of newspaper articles and other documents. The report indicates that as of June 1992, almost 500 of Kentucky's 1,366 schools had councils for school-based decision making in operation and most had participated in some type of workshop. Finally, "Assessment of Family Resource and Youth Services Centers," by Phillip W. Roeder, presents findings from site visits to six centers, interviews with educators and government officials, and an analysis of program data from state and local agencies. The report indicates that 133 Family Resource and Youth Services Centers were established in 1991-92 to serve 232 schools, and that most of the centers are successfully addressing the emotional, physical, and social needs of students. (AC)

ED 352 142 PS 020 917

Illinois Report Card '92.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Child Health; *Childhood Needs; *Children; *Child Welfare; Disadvantaged Youth; Early Childhood Education; Educational Needs; Elementary Secondary Education; Foster Care; Poverty; State Surveys; *Well Being
IDENTIFIERS- *Counties; *Illinois; State Responsibility

Developed by Voices for Illinois Children, a nonprofit, nonpartisan advocacy group that addresses problems faced by Illinois children and their families, this booklet evaluates in a report card format the condition of Illinois children in the areas of education, health, special needs, and economic level. Sections of the booklet describing each of these areas provide a brief summary of the specific conditions related to the area, a few facts about the conditions in various Illinois counties, and suggestions for improvement. The report concludes that Illinois is failing to provide adequate services to its children. The booklet summarizes a complete briefing book entitled "Illinois Kids Count: A Snapshot of Our Future," which contains in-depth statewide data as well as detailed information about children in each county. (MM)

ED 352 143 PS 020 919

The purpose of this book is to operationalize--that is, make meaningful--the Guidelines for Appropriate Curriculum Content and Assessment, developed jointly by the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAESC/SDE) in 1991. The guidelines were designed to address two basic problems: the "early childhood error" (inadequate attention to the content of the curriculum) and the "elementary error" (overattention to curriculum objectives, with less attention to the individual child). The document focuses on ways in which children, teachers, and administrators, as well as curriculum and assessment tools, can reach or be used to their full potential. The first section, on reaching potentials through appropriate curriculum and assessment, includes four chapters: (1) "Reaching Potentials: Introduction," by S. Bredekamp and T. Rosegrant; (2) "Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 through 8," a position statement of the NAEYC/NAECS/SDE; (3) "Reaching Potentials through Appropriate Curriculum: Conceptual Frameworks for Applying the Guidelines," by S. Bredekamp and T. Rosegrant; and (4) "Reaching Potentials through Appropriate Assessment," by T. W. Hills. The next section, on reaching individual potentials, includes: "Reaching Individual Potentials through Transformational Curriculum," by T. Rosegrant and S. Bredekamp; "Planning and Implementing Transformational Curriculum," by T. Rosegrant and S. Bredekamp; and "Reaching Potentials of Children with Special Needs," by M. Wolery, P. S. Strain, and D. B. Bailey, Jr. The third section, on reaching potentials of all children, includes: "Reaching Potentials through Antibias, Multicultural Curriculum," by L. Derman-Sparks; "Reaching Potentials of Minority Children through Developmentally and Culturally Appropriate Programs," by B. T. Bowman; "Reaching Potentials Through Bilingual Education," by Liz Wolfe; and "Reaching Potentials in a Multilingual Classroom: Opportunities and Challenges," by T. Rosegrant. The final section, on reaching the potentials of teachers and administrators, includes: "Two Primary Teachers Learn and Discover through a Process of Change," by D. W. Burchfield and B. C. Burchfield; and "The Process of Change: The Redwood City Story," by L. Espinosa. A 105-item bibliography is included. (SLD)

ED 352 161 PS 020 952

Can They Hope To Feel Safe Again? The Impact of Community Violence on Infants, Toddlers, Their Parents and Practitioners. A Report from the Final Plenary Session, Biennial National Training Institute, ZERO to THREE/National Center for Clinical Infant Programs (7th, Washington, D.C., December 8, 1991).
PUB DATE- 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Anxiety; *Coping; *Counseling; Crime; Crisis Intervention; *Homicide; Infants; Inner City; Parents; Security (Psychology); Social Work; Therapy; Toddlers; Tutoring; Urban Areas; Urban Problems; *Victims of Crime; *Violence
IDENTIFIERS- California (Oakland); *Emotional Distress; Massachusetts (Boston); Michigan (Detroit); Practitioners; Save Our Sons And Daughters; Zero to Three

The theme of the conference session reported in this booklet was aggressive, anxious-fearful, and hyperactive-distractible behaviors. Classroom observations were also made. As a result of the study, 24 percent of the sample were identified as at-risk for socioemotional problems as measured by the PBQ, and 37 percent were identified as at-risk for developmental and preacademic problems as measured by the MAP. Socioemotional problems related most strongly to school-based solitary play, negative peer interaction, and maternal reports of child temperament. Learning problems related most strongly to school-based attention span. Significant interactions relating to sex were found. The findings support a culturally sensitive, ecological transactional framework for assessing child behavior. A 57-item bibliography is included. (AC)

ED 352 177 PS 020 974

Judicial Training and Research for Child Custody Litigation. Report To Accompany H.R. 1253. Committee on the Judiciary, House of Representatives, 102d Congress, 2d Session.
PUB DATE- 3 Oct 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Custody; *Court Judges; *Court Litigation; Curriculum Development; *Family Violence; *Federal Legislation; *Legal Education (Professions); Research Needs
IDENTIFIERS- Amendments; *State Justice Institute Act 1984

The purpose of House Resolution (HR) 1253, an amendment to the State Justice Institute (SJI) Act of 1984, is to authorize the SJI to carry out research on state judicial decisions and develop judicial training curricula related to child custody litigation involving domestic violence, and to disseminate the results of this research. The report accompanying HR 1253 contains a statement of the purpose of the amendment, a list of the individuals providing testimony at congressional hearings on the measure, a discussion of its history and background, and a section-by-section analysis of the bill. The background section reports that each year 3 to 4 million women suffer physical, sexual, and mental attacks; between 3,000 and 4,000 women are murdered by a spouse or partner; and more than 3 million children watch the attacks and murders. The background section also explains the "battered women syndrome" and society's response to it: this is the central phenomenon surrounding HR 1253. The amendment has two main sections: Section 1 defines domestic violence; and section 2 authorizes the SJI to conduct not more than five projects aggregating not more than $600,000 to develop research and judicial training programs involving domestic violence, and to disseminate the results of this activity. Oversight findings, financial and budgetary statements, and a marked copy of the SJI Act of 1984 indicating changes made by HR 1253 are presented, and a copy of HR 1253 is attached. (AC)

ED 352 178 PS 020 975

Hearing on AIDS: Threat to the Developing World's Children. Hearing before the Select Committee on Hunger. House of Representatives, One Hundred Second Congress, First Session.
PUB DATE- 13 Jun 91
NOTE- 91p.; Serial No. 102-6.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

Profiles of Child Well-Being '92.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.; Center for the Study of Social Policy, Washington, DC.; Kraft General Foods Foundation, Glenview, IL.
PUB DATE- 92
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; Age Differences; Birth Weight; Child Health; *Childhood Needs; *Children; *Child Welfare; Demography; Disadvantaged Youth; Early Childhood Education; Early Parenthood; Elementary Secondary Education; Expenditure per Student; Family Structure; Foster Care; Infant Mortality; Poverty; Profiles; Racial Differences; Regional Characteristics; State Surveys; Statistical Surveys; *Well Being
IDENTIFIERS- *Counties; *Illinois; State Responsibility

This booklet presents statistics concerning the well-being of Illinois' 3.3 million children between 1980 and 1990. Statistics are compared county by county for each of the state's 102 counties, and statewide statistics are compared with those of the entire nation. A statewide analysis focuses on spending per pupil on education, the percentage of women receiving early prenatal care, the percentage of children living in poverty, and the number of children in foster care. The analysis highlights improvements and declines in these areas. Topics concerning demographics, education, health, economic opportunity, and special needs children are considered in detail in profiles of seven counties. Extensive tables present information about each of Illinois' counties. This information includes: (1) a breakdown of children in terms of age and race; (2) educational data, such as revenues per student and the number of children attending state-funded preschool; (3) health data, such as rates of infant mortality, low birth weight, and teenage pregnancy; (4) data on poverty and economic opportunity, such as the number of children receiving public assistance and living in poverty; and (5) data on special needs children, such as the instance of child neglect, substitute care placement, juvenile incarceration, and delinquency. The booklet encourages concerned citizens to become involved at the local level to help improve children's lives. (MDM)

ED 352 197 PS 021 011

Current Programme 1992.
PUB DATE- Sep 92
NOTE- 97p.; For 1989 programme, see ED 310 869; for 1990 programme, see ED 321 889; and for 1991 programme, see ED 338 433.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Development; Community Programs; Developed Nations; Developing Nations; *Disadvantaged Youth; *Early Childhood Education; Foreign Countries; *Philanthropic Foundations; *Private Financial Support; Profiles; Program Descriptions
IDENTIFIERS- *Bernard van Leer Foundation (Netherlands)

The first section of this program report offers a general description of the Bernard van Leer Foundation and its work. The second and third sections provide the foundation's annual report and financial report for 1991. The fourth and largest

ECE. An overview of learner outcomes in ECE is presented in Chapter 3. Chapter 4 discusses the components of ECE programs as they relate to children; partnerships between home, school, and community; children's interactions with other individuals; integrated curricula; and learning environments. Chapter 5 considers indicators in children's behavior that are used to assess children's development and learning. These indicators are listed according to: (1) six domains of growth, including personal, social, physical, cognitive, and aesthetic growth, and growth in communication abilities; (2) five age levels from 15 months through 9 years; and (3) several specific areas of growth within the six domains of growth. A bibliography of more than 150 items is provided. (BC)

ED 352 217 PS 021 081

Making a Difference Early On: The Infant/Toddler Program in Michigan. 1990-91 Annual Report. Public Law 99-457, Part H.
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *At Risk Persons; Community Services; Cooperative Planning; Delivery Systems; *Early Intervention; Federal Legislation; Federal State Relationship; *Infants; Preschool Education; Social Agencies; *Social Services; State Programs; *Toddlers
IDENTIFIERS- *Education of the Handicapped Act 1986 (Part H); Integrated Services; *Michigan

This annual report examines the implications, for the state of Michigan, of Part H of the 1986 Amendments to the U.S. Individuals with Disabilities Education Act and discusses the planning, development, and demonstration activities related to the implementation of the required components of the law. This legislation provides states with funding to develop and implement a statewide, comprehensive, coordinated, multidisciplinary, interagency program of early intervention services for infants and toddlers with special needs and their families. The Michigan State Interagency Coordinating Council (SICC) coordinates the policies of state and local agencies and encourages interagency cooperation. This interagency team approach at the state and local level has: (1) reduced "red tape" in referrals for services; (2) reduced staff time necessary for service planning; (3) reduced the duplication of effort among agencies; (4) increased awareness and utilization of existing services; (5) increased efficiency in accessing available services; and (6) resulted in a foundation for a continuum of coordinated services for infants, toddlers, and children older than 3 years of age. The report provides specific examples of how Part H and the SICC have healed and empowered families, cut costs, and coordinated services. Some of the unique challenges and successes of the law in Michigan are also discussed. (MDM)

ED 352 218 RC 018 461

Gallagher, Penelope
Rural Workplace Literacy Prject. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 27 Nov 91
NOTE- 10p.
LANGUAGE- English

PUB DATE- 27 Jul 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; *American Indian Languages; American Indians; *Educational Policy; Elementary Secondary Education; Federal Aid; *Federal Legislation; Financial Support; Higher Education; Native Language Instruction
IDENTIFIERS- Congress 102nd; Cultural Preservation; *Language Policy; *Native American Languages Act 1992; Native American Programs Act 1974; Native Americans; Tribally Controlled Education

Past U.S. policies toward Indian and other Native American languages have attempted to suppress the use of the languages in government-operated Indian schools for assimilating Indian children. About 155 Native languages are spoken today in the United States, but only 20 are spoken by people of all ages. The Native American Languages Act of 1990 and the Alaska Native Language Act of 1990 recognize that language is the basis of Native culture and identity. They outline federal policy for preserving and promoting the rights of Native Americans regarding their languages but do not authorize grants for tribally designed and operated language survival and revitalization programs. The Native American Languages Act of 1992 would authorize funds for the Administration for Native Americans (ANA) to award competitive grants to tribal governments and Native American organizations for Native language development and preservation, including establishment of language training programs, development of materials, purchase of recording equipment and computers, transcription and analysis of oral testimony, and conversion of existing facilities. This report includes section by section analysis of the Act, cost estimates, and ANA testimony supporting the Act's aims but criticizing the establishment of a new grant program. (SV)

ED 352 237 RC 018 890

Bonney, Bruce F.; Drury, Jack K.
The Backcountry Classroom: Lesson Plans for Teaching in the Wilderness.
SPONS. AGENCY- Adirondack North Country Association, Lake Placid, NY.; International Paper Company Foundation, New York, N.Y.
PUB DATE- 92
NOTE- 287p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adventure Education; *Camping; *Environmental Education; *Experiential Learning; Leadership; Lesson Plans; Navigation; *Outdoor Activities; *Outdoor Education; Safety
IDENTIFIERS- *Outdoor Leadership; *Wilderness Education Association; Wilderness Education Programs

This book is designed to help instructors and students master and teach the Wilderness Education Association (WEA) curriculum while in copies 40% discount; 250-999 45% discount; 1,000 or more describe the overall goal, the specific objectives, the body of knowledge, and the materials necessary for teaching about a specific topic within the WEA curriculum. Included in each plan are suggestions for the timing of the lesson during the expedition and some teaching methods that have been used

Secondary Education; Engineering; Mathematics; Medicine; Physics; Reference Materials; *Science Education; *Sciences; *Technology

This book is a guide to 669 science and technology reference books for children and young people (third grade through high school). It includes some older well-established titles that may be out of print, newer editions, and newer books that have not been completely tested by time. The entries for the books contained in this guide are arranged by broad subjects into 12 chapters: General Science, Astronomy, Mathematics/Computer Science, Physics, Chemistry, Earth Sciences, General Biology, Botany, Zoology, Technology/Engineering, Energy/Environment/Ecology, and Medical Sciences. Within each chapter the listing of books are further arranged by the following types of publications: Atlas-Medical, Atlas-Science, Bibliography, Biographical Source, Catalog, Dictionary, Directory, Encyclopedia, Field Book, Glossary, Guide, Guide to the Literature, Handbook, History, How-to-do-it Book, Index, Manual, Table, Textbook, and Yearbook/Annual/Almanac. (PR)

ED 352 255 SE 053 066

Atwater, Jay, Ed.
The Van Horn Engineering & Technology Magnet High School: 1990-1991. Formative Evaluation.
PUB DATE- Aug 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Achievement; Achievement Rating; Administrator Effectiveness; *Educational Assessment; Educational Quality; *Engineering Education; Evaluation Methods; *Formative Evaluation; High Schools; Institutional Characteristics; Instructional Effectiveness; Integrated Curriculum; *Magnet Schools; Program Evaluation; Questionnaires; School Demography; *School Effectiveness; School Statistics; School Surveys; Science Education; Tables (Data); *Technology
IDENTIFIERS- Kansas City Public Schools MO

This report presents a formative evaluation of the Van Horn Engineering and Technology Magnet High School in the Kansas City School District, Missouri. It presents data collected throughout the program's first year, including student demographics, program implementation information, achievement data, and perceptions of the program held by staff and students. The school did not meet its established minority and non-minority goals. It is reported that site and classroom visits to Van Horn revealed some evidence of implementation of the magnet theme of engineering and technology. A summary of the achievement test scores appear in table form along with clarifying information. It is reported that students held negative perspectives concerning the school experience and teacher's perceptions were generally negative, too. Teacher and student responses are portrayed in tables 5 and 6. A final section draws conclusions about the program and makes recommendations for program improvement. The following recommendations are presented: (1) continue to bring the ethnic composition of the High School in line with the court-ordered desegregation goals; (2) discover why students rated the program negatively; (3) discover how to commit teachers to the theme and challenge them personally and professionally; and (4) strengthen academic lessons. (Contains 3 references.) (MCO)

This science curriculum was written for teachers of children in the elementary grades. It contains science activities for the following lessons: (1) Whirly Birds and the Concept of Lift; (2) Parachutes; (3) Weather Vanes; (4) Paper Airplanes; (5) Flying an Airplane; (6) Jet Engine; (7) Identifying Flying Objects; (8) It's a Bird! It's a Plane; (9) Airport Numbers; and (10) Kites in the Wind. The detailed lesson plans are divided into the following sections: grade level, skills to be learned, performance objectives, materials, procedure, concepts, and questions for further study. (PR)

ED 352 274 SE 053 421

Underhill, Robert G., Ed.
North American Chapter of the International Group for the Psychology of Mathematics Education, Proceedings of the Annual Meeting (13th, Blacksburg, Virginia, October 16-19, 1991). Volumes 1 and 2.
PUB DATE- Oct 91
NOTE- 537p.; Only summaries of poster and video presentations are included.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Classroom Research; Cognitive Development; Cognitive Processes; Educational Change; Educational Research; Elementary Secondary Education; Higher Education; Instructional Innovation; *Mathematical Concepts; Mathematics Education; *Mathematics Instruction; Mathematics Teachers; Models; *Problem Solving; Student Attitudes; Student Behavior; Teacher Attitudes; Teacher Behavior; *Teacher Education
IDENTIFIERS- *Mathematics Education Research; *Psychology of Mathematics Education

This document, presented in two volumes, reports on a psychology of mathematics education conference, the theme of which was "Theoretical and Conceptual Frameworks in Mathematics Education." The two volumes include 58 papers, descriptions of 4 poster and 2 video presentations, and reports of and reactions to 2 plenary sessions presented at the conference. A grade (age) level index printed at the end of volume 1 helps readers identify presentations aimed at further exploring concepts and research issues of learners of particular developmental levels. A subject index at the end of volume 1 indexes all papers by topic. (MDH)

ED 352 275 SO 020 305

About Our Constitution: 1787-1987.
PUB DATE- 87
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Constitutional History; *Constitutional Law; Elementary Education; Instructional Materials; Learning Activities; Social Studies; Teaching Methods; United States History
IDENTIFIERS- *United States Constitution

Designed to assist elementary school teachers, these materials present a series of lessons about the United States Constitution. Ten lesson plans and appropriate work sheets are included for grades K-3. The topics covered include the age of the Constitution, a constitutional convention, elected

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adults; Behavior; Behavior Problems; Individual Development; *Moral Development; *Moral Values; Personality Measures; *Personality Traits; *Psychological Characteristics; Psychological Studies; *Social Psychology; Social Science Research; Social Theories; Value Judgment; Values; Violence
IDENTIFIERS- Gandhi (Mahatma); King (Martin Luther Jr); *Nonviolence

Individuals such as Mohandas Gandhi and Martin Luther King, Jr. successfully employed nonviolent strategies to attain significant political goals. Despite the implications of these achievements, psychologists rarely have studied predispositions to nonviolent behavior empirically. This study investigated the relationships among nonviolent personality predispositions, moral reasoning, and values among adolescents and adults in the western United States. Nonviolent predispositions were interpreted in terms of their relationships with the universal motivational domains of values and principled reasoning. Recommendations are made for future research on nonviolent personality predispositions. A 24-item list of references is included. (Author/DB)

ED 352 297 SO 022 564

Introduction to the Model United Nations.
PUB DATE- 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Experiential Learning; *International Organizations; *International Relations; Learning Activities; Role Playing; *Simulation; Social Studies; Student Educational Objectives; Teaching Methods; *World Affairs
IDENTIFIERS- *Model United Nations; *United Nations

This publication is designed to introduce students and teachers to the Model United Nations experience. The Model United Nations is a simulation of the United Nations (U.N.) system in which students assume the roles of ambassadors to the U.N. and debate the current issues on the U.N.'s agenda. This guide is organized into three chapters. The first chapter is an overview of the United Nations system, followed by an exploration of how the Model U.N. relates to the world organization. The second chapter takes the reader through the steps of the Model U.N. experience describing how to prepare, role-play, and evaluate the experience. Finally, the third chapter provides lists of U.N. and Model U.N. materials and resources that can be acquired by those interested in becoming further involved in Model U.N. events, conferences, and programs. (DB)

ED 352 298 SO 022 592

Bennett, Martin F.
Update Hong Kong.
PUB DATE- 92
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

schools do not vary as greatly from the national average as those of private schools when examined by the selected characteristics; (2) nationally, attrition from private schools is higher than from public schools, and in both sectors, attrition is higher in elementary than in secondary schools; (3) attrition increases with school size increases in both public and private schools, and it is highest in alternative and special education schools in both sectors; and (4) attrition increases as the percentage of minority students in the student body increases. Findings on destinations of teachers reported as leaving schools indicate: the majority of teachers who leave positions in one school move to other teaching positions, and 40 percent of public school leavers and 43.8 percent of private school leavers are reported in nonteaching activities. Newly hired teachers either transfer from other schools, have not taught before, or are reentering the profession. (IAH)

ED 352 318 SP 034 073

Peterson, Susan, Comp.
Teachers of Tomorrow Academy Report. Survey/Needs Assessment: Pulaski County Teachers of Tomorrow Students.
PUB DATE- Jul 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160), Reports - Research/Technical (143)
DESCRIPTORS- Career Awareness; *Career Planning; High Schools; Junior High Schools; *Magnet Schools; Needs Assessment; Questionnaires; School Districts; Secondary School Students; *Student Attitudes; *Student Recruitment; Surveys; *Teacher Recruitment; *Teaching (Occupation)
IDENTIFIERS- Arkansas; *Pulaski County Special School District AR

The Teachers of Tomorrow Academy (TOT) in Arkansas is a magnet school program that seeks to attract and prepare high school students for the teaching profession. A survey was administered to 113 students, grades 7-10, from 7 schools in the Pulaski County District to obtain feedback on students' career plans and on their reactions to the Academy concept, its location, and specific aspects of the program. The majority of students surveyed indicated that they were unsure about entering the teaching profession, and more students were definite about not wanting to enter the teaching profession than those who wanted to. The categories of reasons given for not wanting to enter teaching were: other career interests; negative perceptions about the job; a personal qualifier; and general lack of interest in the profession. Although only 12 percent of the students were definitely interested in teaching, 30 percent were definitely interested in attending the teaching academy. Twelve percent of the survey population were males of whom one-fourth indicated no interest in becoming teachers. With regard to questions of interest in enrolling in a magnet school program to be a teacher, the responses having the highest rank order were: having teachers who care about students and their future; earning college credit while still in high school; having opportunities to visit college campuses; having teachers who try new and different ways to teach; learning to use computers; and being paid to work with students. A copy of the TOT Student Survey accompanies the report. (IAH)

ED 352 319 SP 034 096

therapy, along with an historical and chronological description of the profession as described in the published and privately circulated literature about six major pioneers in the field (Marian Chace, Blanche Evan, Liljan Espenak, Mary Whitehouse, Trudi Schoop, and Alma Hawkins) and their followers and proteges. Unit 2, "Subsequent Development of Dance Therapy," includes three sections: Laban Movement Analysis and Dance Therapy in the United States, Further Expansion of Dance Therapy Theory and Practice (East and West Coast influences, and psychotherapy), and Dance Therapy with Other Patient Groups. Unit 3 contains two sections which present respectively, results of a survey of registered dance/movement therapists and dance therapy heritage trees--the spread of influence of the major pioneers. Three appendices provide: names of survey respondents, a list of American Dance Therapy Association members, and a copy of the dance therapy questionnaire. A bibliography of approximately 800 references completes the volume. (LL)

ED 352 337   SP 034 188

Acosta, R. Vivian; Carpenter, Linda Jean
Women in Intercollegiate Sport: A Longitudinal Study--Fifteen Year Update 1977-1992.
PUB DATE- 92
NOTE- 12p.; For an earlier update, see ED 314 381.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Athletic Coaches; College Athletics; Data Interpretation; *Females; Group Status; Higher Education; *Intercollegiate Cooperation; Longitudinal Studies; *Participation; *Women Administrators; *Womens Athletics
IDENTIFIERS- National Collegiate Athletic Association; Title IX Education Amendments 1972

With the enactment of Title IX in 1972, sports participation by female athletes in intercollegiate sports has generally increased, while leadership positions have decreased. The data summarized in this paper represent 15 years (1977-1992) of information on the status of women in intercollegiate athletics gathered in an on-going national study of all 4-year college and university members of the National Collegiate Athletic Association (NCAA) with intercollegiate programs for women. Findings are organized into three sections: (1) Participation Opportunities for Women--average number of sports offered for women is 7.09, up from 5.61 in 1977; the four most popular sports are basketball, volleyball, tennis, and cross country; (2) Status of Women as Coaches--only 48.3% of the coaches of women's teams are females (in 1972 when Title IX was passed 90% of coaches of women's teams were females; women hold 58.7% of the paid assistant coaching positions and 53.1% of unpaid; the number of head coaching jobs for women's teams increased by 812 over the the last 10 years but women hold only 181 of these coaching jobs whereas men held 631 more as coaches of women's teams; where the head administrator is a female, 50.8% of the coaches of women's teams are female but when the head administrator is a male 46.4% are female; (3) Status of Women as Administrators--only 16.8 of women's programs are headed by a female; women hold 30.8% of all administrative jobs in women's programs; no females at all are involved in the administration of 27.8% of women's programs; all competitive divisions increased the number of administrators within their programs between 1990 and 1992 but the percentage of administrative jobs held by women in 1992 went down. (LL) designed to assist classroom teachers who become supervisors for early education field students and student teachers. In order to develop the skills of a good supervisor, the training is centered around communication, setting a vision, observing, conferencing, and self-knowledge. Each of these areas is addressed through a 15-hour training program utilizing discussion, group work, and role playing. To understand the linkage between school improvement, reform, and the supervision training program, this paper reviews reform efforts in schools and takes a concentrated look at the key elements of this training program. The training has helped build a pool of qualified teacher supervisors whose skills in supervision lend themselves to being effective and helpful in achieving effective school reform. (LL)

ED 352 356   SP 034 232

Hammer, Charles H.; Rohr, Carol L.
Teacher Attrition and Migration. Issue Brief.
PUB DATE- Nov 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Career Change; Comparative Analysis; Elementary Secondary Education; *Employment Patterns; *Faculty Mobility; *Labor Turnover; *Migration Patterns; Private Schools; Public Schools; Teacher Attitudes; Teacher Behavior; *Teacher Employment; Teacher Employment Benefits; Teacher Salaries; Teacher Transfer; Teaching (Occupation)

This issue brief addresses the following questions: (1) How many teachers leave the profession in a year's time, and why? and (2) Are public school teachers more or less likely than private school teachers to leave the profession or move to different schools? Data were gathered from the National Center for Education Statistics 1987-88 Schools and Staffing Survey and the 1988-89 Teacher Followup Survey. Results suggest: (1) private schools regularly have to replace a larger percentage of their teacher work force than do public schools; (2) the combination of attrition and migration means an even larger proportional loss of teachers for the private sector in comparison with the public sector; (3) some reasons given for leaving the profession include better pay, other career opportunities, dissatisfaction with teaching as a career, family or personal move, health, pregnancy, or retirement; (4) teachers move to other schools for reasons such as reduction-in-force, lay-off, school closing, school reorganization, and reassignment; and (5) better salary and benefits offered in the public sector attract numerous private school teachers. For further information, three U.S. Department of Education reports are listed. (LL)

ED 352 357   SP 034 233

Leppo, Marjorie L., Ed.; Summerfield, Liane M., Ed.
Healthy from the Start: New Perspectives on Childhood Fitness. Teacher Education Monograph, No. 15.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 93
NOTE- 248p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

middle-class whites. Given that standardized tests do not really reflect what we know about how students learn, that they often fail to measure student achievement, and that they are of limited utility to the teacher, better ways can and must be found to evaluate student achievement or ability. (SLD)

ED 352 375 TM 019 265

How Standardized Testing Damages Education.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Curriculum Development; Decision Making; Diagnostic Tests; Educational Assessment; Educational Discrimination; *Educational Quality; Elementary Secondary Education; Multiple Choice Tests; Scores; Screening Tests; *Standardized Tests; *Student Evaluation; Teaching Methods; Test Bias; *Testing Problems; Test Use
IDENTIFIERS- Fact Sheets; Placement Tests; *Teaching to the Test

Despite the many limitations of standardized tests, schools use them to determine if children are ready for school, to group students for instruction, to diagnose learning disabilities and other handicaps, and to guide and control the curriculum and teaching methods. No test is good enough to serve as the sole or primary basis for important educational decisions for an individual child, and test content is a very poor basis for determining curriculum content and teaching methods. Students from low-income and minority groups are more likely to be retained in grade or placed in a lower track, while those from white middle and upper income groups are more likely to be given educationally advantageous placements. Because raising the test score is so often the single most important indicator of school improvement, teaching comes to resemble testing more and more. Teaching to the test can only improve student capabilities and knowledge if the test is good. Better methods than standardized tests for educational improvement and accountability already exist in assessment measures based on student performance. These methods of assessment are as reliable as are standardized multiple-choice tests and are used successfully in other nations. (SLD)

ED 352 376 TM 019 267

K-12 Testing Fact Sheet.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Agency Role; *Educational Assessment; Educational Discrimination; Educational Improvement; Elementary Secondary Education; *Multiple Choice Tests; Problem Solving; Screening Tests; *Standardized Tests; *Student Evaluation; Test Bias; Test Construction; *Testing Problems; Test Use; Thinking Skills
IDENTIFIERS- *Alternative Assessment; Fact Sheets; FairTest

This paper contends that much of the time and money devoted to standardized testing in the United States is misspent. Too many tests are poorly constructed, unreliable, and unevenly administered. Multiple-choice tests cannot measure thinking are overly specific, obsolete, or no longer serve the purpose for which they were adopted. Also identified are sections that may need to be strengthened, updated, or amended. The legislation's sections include the following: (1) finance and appropriations; (2) capital construction and long-range planning; (3) program approval, review, reduction and discontinuance; (4) admission standards; (5) tuition reciprocal agreements; (6) off-campus programs; (7) systemwide planning; (8) accountability; and (9) programs of excellence. A conclusion argues that CCHE has been successful in developing policies, procedures and studies that satisfy the major directives and reinforce the goals of HB1187. This section also argues that some areas of legislation may need revision if the state's fiscal resources continue to decline and if amendments to the state's constitution force change in higher education policy. (JB) recommend university-wide goals that will enable colleges to assess whether their required courses fulfill Rutgers' role as the open door to opportunity and achievement. (GLR)

ED 351 957 HE 026 020

Byce, Chuck; Schmitt, Carl M.
Students at Less-Than-4-Year Institutions. National Postsecondary Student Aid Study. Statistical Analysis Report. Contractor Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; Comparative Analysis; Degrees (Academic); Enrollment; Fees; National Surveys; Postsecondary Education; Private Colleges; Public Colleges; Socioeconomic Status; *Student Characteristics; Student Costs; *Student Financial Aid; Student Needs; Tables (Data); Tuition; *Two Year Colleges

This report examines the characteristics of less-than-4-year institutions and the students who attend them. Data are presented on the number and size of less-than-4-year institutions, their educational offerings, types of degrees awarded, and on student demographic and socioeconomic characteristics, attendance costs, and financial aid. Following an introductory chapter, Chapter 2 provides a description of enrollment and program offerings at less-than-4-year institutions using data from the Integrated Postsecondary Data System survey. Chapters 3, 4, and 5 use National Postsecondary Student Aid Study (1987) data to describe students enrolled in less-than-4-year public, private not-for-profit, and private for-profit institutions. The sixth chapter compares students attending the different types of less-than-4-year institutions with those attending 4-year institutions. The seventh and final chapter summarizes the findings of this study. Student characteristics examined are divided into four groups: demographic and socioeconomic characteristics, including sex, age, marital status, dependent student's family income, and independent student's income; educational goals, including ultimate degree objective and field of study; student expenses, including the average amount paid for tuition and fees, housing, transportation, and miscellaneous; and sources and average amounts of financial support. Appendices include study technical notes and lists of selected undergraduate characteristics. (GLR)

ED 351 976 HE 026 042

El-Sanabary, Nagat
Education in the Arab Gulf States and the Arab World; An Annotated Bibliographic Guide: Garland Reference Library of Social Science.
PUB DATE- 92
NOTE- 572p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Arabs; Curriculum Design; Educational History; Educational Planning; Educational Research; *Elementary Secondary Education; *Higher Education; Mathematics Education; National Norms; National Programs; Preschool Education; Religion; Religious Factors; Science Education; Special Education; Teacher Education; Technical Education; Vocational Education
IDENTIFIERS- Arab Gulf States; *Arab States

This book is a 1,775-item bibliography of English-language literature published between 1950 and 1989 on education in the Arab Gulf States and the Arab world as well as general works on the Arab countries as a whole. The first chapter provides an introduction and discussion of major issues in various areas. The literature citations are grouped in six parts and 23 chapters. Each chapter begins with a general section on education in the Arab world or the Gulf regions, followed by entries on individual countries listed in alphabetical order. Under each country, entries are arranged alphabetically by authors. Most of the references include brief annotations. Citations are grouped into the following categories: social science research, context of education, bibliographies and references, religion and education, educational systems and developments, country reports, preschool and primary education, secondary education, curriculum and instruction, social science education, science and mathematics, language instruction, educational administration and supervision, vocational and technical education, special education, literacy and adult education, systems and institutions, curriculum and evaluation, management, study abroad, women's education, teacher education, educational planning, manpower, guidance and counseling, educational media and instructional technology, and educational research. Author and subject indexes are included. (JB) postsecondary education as well as the roles of state governments, institutions, the private sector, and philanthropists. The key theme of the recommendations is that the partnership among governments, institutions and individuals in the financing of postsecondary education is an essential concept that must represent the foundation of future financing policy; that such partnership requires each participant to contribute to the system's success; and that the federal government is in the best position to encourage the partnership by promoting a greater sense of shared responsibility for financing postsecondary education. Specific proposals include a Student's Total Education Package, simplifying the loan system, a Community Service Incentive Program, and tax-incentives to save for college. Appendixes contain estimates of cost savings and new expenditures resulting from the recommendations, commission member biographies, a schedule of commission meetings, and 82 references. (JB) hardware, software, training, and technical assistance, and regional meetings were held to review the partnership; to develop plans for connecting teachers, students, and administrators to Technology Network Ties (TNT) for statewide communications; developing approved specifications for classroom and building networking; and planning a comprehensive staff development program for effective integration of technology in the classroom. In Phase II, five public school districts and one nonpublic school were selected to receive teacher and student computer workstations, cabling, software products, training, and technical assistance for installation and networking. Profiles of the six sites are given: Ithaca City School District; East Ramapo Central School District; Hyde Park Central School District; New Hartford Central School District; New York City Community School District #24; and Polytechnic Preparatory Country Day School. Maps of SED/Apple Phase II Sites are appended. (ALF)

knowledge representation and natural language processing. The papers are; (1) "Artificial Intelligence: What Will They Think of Next?" (Douglas P. Metzler); (2) "Technical Services Processes as Models for Assessing Expert System Suitability and Benefits" (Charles Fenly); (3) "Automated Cataloging: Implications for Libraries and Patrons" (Stuart Weibel); (4) "Interactive Knowledge-Based Systems for Improved Subject Analysis and Retrieval" (Susanne M. Humphrey); (5) "Reference Expert Systems: Foundations in Reference Theory" (James R. Parrott); (6) "Expert Systems at the National Agricultural Library: Past, Present, and Future" (Samuel T. Waters); (7) "User Models for Information Systems: Prospects and Problems" (Christine L. Borgman and Yolanda I. Plute); (8) "Natural Language Processing: Current Status for Libraries" (Amy Warner); (9) "Knowledge Representation in Artificial Intelligence" (Irene L. Travis); (10) "Intelligent Interfaces to Online Databases" (Brian C. Vickery); (11) "Expert Systems in Document Delivery: The Feasibility of Learning Capabilities" (Jaime Pontigo, Ezequiel Tovar-Reyes, Guillermo Rodriquez, and Sergio Ortiz-Gama); and (12) "Walking Your Talk: Why Information Managers Are Not High Tech" (W. David Penniman). An index and brief author biographies conclude the volume; chapters include references. (KRN)

of diagrams, type styles, and computer graphics on learning); (2) Theory (nine papers on such topics as the development of visual literacy concepts, cognition and understanding, visual intelligence, instructional design, and hypermedia); (3) Computers and Technology (six papers on such topics as hypermedia, still photography, high definition television, and desktop publishing); (4) Arts (12 papers on such topics as photography, images and meaning, incongruous imagery, visual thinking, and art and computer graphics); and (5) Schools and Curriculum (12 articles on such topics as teaching visual literacy at the elementary, high school, and college levels, illustration of children's books, visual creativity, visual design, and schema construction). Most papers contain references. (KRN)

Rieley, James B.
Total Quality Management in Higher Education.
PUB DATE- 23 Jun 92
NOTE- 48p.; Paper presented at the Annual Summer Institute on Community College Effectiveness and Student Success (4th, Vail, CO, June 21-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; Administrative Policy; *College Administration; *College Planning; Community Colleges; *Educational Improvement; Higher Education; Institutional Mission; *Management Systems; Mission Statements; Two Year Colleges
IDENTIFIERS- Continuous Improvement; *Total Quality Management

In order for an educational institution to utilize Total Quality Management as a tool for improving effectiveness, the culture of the college must foster a belief in change and a focus on the customer. A disciplined approach to planning and a commitment to the concept of Continuous Improvement (CI) are also required. Concerning acceptance of change, colleges must recognize that just as the needs of students change, so too must the college change to meet those needs. With respect to a focus on clients, colleges must recognize that failing to focus on customers can put a college out of business. Lacking competition for clients, geographically isolated colleges must make a special effort to focus on customer needs. A disciplined approach to planning includes developing a vision of the college covering a 3- to 5-year period. Following development of a vision, a planning group can begin formulating a plan for the college. This group should develop a concise mission statement, a set of institutional values, and a list of critical processes which the college utilizes to achieve its purpose. Using one of seven management planning tools, the critical processes can then be reduced to "breakthrough" objectives which the institution will include as part of the college plan. Finally, colleges must adapt the CI concept, which assumes that no matter how well a college is meeting the needs of its customers, there is always room for improvement. Extensive flow charts, illustrations, and tables are included. (PAA)

ED 352 087 JC 930 007

Bers, Trudy H.
Yet Another Look at Transfer: Oakton Students & Bachelor's Degree Recipients at Illinois Public Universities.
PUB DATE- Apr 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; *College Graduates; *College Transfer Students; Community Colleges; Data Collection; Enrollment Trends; Higher Education; State Surveys; State Universities; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Illinois; *Oakton Community College IL; Reverse Transfer Students

In an effort to examine student transfer behavior from Oakton College (OC) in Des Plaines, Illinois, to public universities in the state, OC obtained from the Illinois Board of Higher Education (IBHE), a dataset of all students who received a bachelor's degree from an Illinois public university between 1980 and 1988, and then matched social security numbers from the IBHE dataset with all students on OC data files beginning in fall 1970, the first semester OC was open. When a match was found, selected demographic data were pulled from the OC dataset to create a new dataset providing the number and characteristics of OC students earning bachelor's degrees during the period 1980-1988. Study findings included the following: (1) 6,489 OC students received a bachelor's degree from an Illinois public university during between 1980 and 1988, representing 3 out of every 100 bachelor degree recipients; (2) 53% of the bachelor's degree recipients who had attended OC were female, 92% were white, and only 7% were above age 30 when they completed their degrees; (3) 1,678 students were in attendance at OC after receiving their bachelor's degrees; of this group, 612 also attended OC before receiving their bachelor's degrees; (4) 43% of the study population attended OC for just one semester, with 64% of these attending during a summer term; and (5) of the 669 students for whom academic records were available, 74% (n=496) earned associate degrees before transferring, and of these, 105 were earned through career programs. A review of other transfer study methodologies, a discussion of study and data limitations, and detailed data tables are included. (PAA)

*Program Proposals; Proposal Writing; *Public Agencies; Role of Education; *Science Education; Two Year Colleges
IDENTIFIERS- *National Science Foundation

The National Science Foundation (NSF) was created by Congress in 1950 to initiate and support basic scientific research and programs at all levels. The growing societal interest in science literacy and human resource development in the 1980's, particularly with respect to underrepresented populations such as women, minorities, and disabled persons, influenced funding priorities and allocations at NSF. While community colleges continue to enroll 50% of all first-time freshmen and 50% of all minorities in higher education, and play an important role in the training of science researchers and educators, they have not yet received a proportionate share of NSF funding. This is due primarily to the low submission rates of funding proposals from two-year institutions. Also, while 85% of 1991 NSF grants to community colleges were in response to proposals made to the Division of Undergraduate Education in the Directorate for Education and Human Resources (EHR), a number of other funding programs within the EHR are underutilized by two-year institutions, including the Instrumentation and Laboratory Improvement Program; the Undergraduate Faculty Enhancement Program; the Undergraduate Course and Curriculum Development Program; the Young Scholars Program; and the Private Sector Partnerships program. As part of its effort to increase the proposal submission rate of two-year colleges, NSF is increasing the number of community college faculty who serve as reviewers. For their part, community colleges can involve faculty in the solicitation of external funding and provide support for proposal writing activities. Data tables and specific examples of two-year college projects funded by NSF under each of the underutilized program areas are included. (PAA)

evaluation. Data for each dimension were collected using documentary analysis, systematic and focused observation and interviews, professional biographies, and vignettes. The type of qualitative methodology used is labor intensive, time consuming, and subject to bias, and can result in data overload. However, it also results in vivid, rich, and detailed accounts of policy grounded in practice; requires little specialist expertise to implement; and has a number of possible applications. (Contains 19 references.) (AC)

ED 352 123 PS 020 844

Veale, Ann
Thinking Ahead: Early Childhood Teachers' Roles into the 1990s.
PUB DATE- Sep 88
NOTE- 26p.; Paper presented at the National Annual Meeting of the Australian Early Childhood Association (18th, Adelaide, South Australia, Australia, September, 1988).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Early Childhood Education; *Educational Trends; *Elementary School Teachers; Foreign Countries; Inservice Teacher Education; Play; *Preschool Teachers; Social Change; Teacher Education Programs; *Teacher Role
IDENTIFIERS- *Australia

This paper discusses roles of early childhood teachers in the context of a perspective which views the changes that have occurred in the education profession as surface changes only, and which suggests that teachers should not lose connections with the roots of their profession. The value of many past beliefs and practices has been confirmed by current research. The importance of guided play, for example, has been rediscovered and corroborated by recent studies. Early childhood teachers work in very diverse situations in which they confront increasingly complex issues relating to poverty, health, immigration, and the family. Teachers must therefore become more cognizant of the roles they play in their students' lives. These roles may include caretaker, support agent, facilitator, counselor, and curriculum designer, as well as instructor. To support teachers in their career development, inservice teacher education programs need to be available in a variety of formats. Teacher education programs need to take account of the diverse theoretical and empirical bases of the profession, changing social issues in society, new approaches to play, the roles of teachers, and the characteristics of student teachers. (MDM)

Family Support Programs and School Readiness: Overview of Family Support Programs.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 91
NOTE- 5p.; For related documents, see PS 020 920-923.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Welfare; *Community Services; Definitions; Early Childhood Education; *Family Programs; Models; *Parent Education; Parents as Teachers; Program Descriptions; *School Readiness; *Social Services; Young Children
IDENTIFIERS- *Family Support

Family support programs are proactive efforts based on the assumptions that families have primary responsibility for their children's development and well-being; that healthy families are the foundation of a healthy society; that families operate as part of a total social system; and that the institutions upon which families rely for support must assist families' efforts to raise their children effectively. Typical program components include life skills training, parent information classes and support groups, parent-child groups and activities, informal drop-in times, information and referral services, crisis intervention, and auxiliary support services. In recent years, school initiatives to support families have focused on work with parents of preschool children to ensure school readiness; the involvement of parents in school programs and administration; and the integration of community health and social services into the school. School readiness includes children's physical health, self-confidence, and social competence, in addition to their academic knowledge and skills. Readiness is affected by children's innate abilities and shaped by people and environments. Readiness depends on the expectations and capacities of elementary schools as well as the quality of early childhood programs. Assuring children's readiness is both a community and parental responsibility. Brief descriptions of four school readiness programs (Early Childhood Family Education, Parent and Child Education, Parents as Teachers, and Providing a Sure Start) and five resource organizations are provided. (AC) the impact of community violence on infants, toddlers, their parents, and practitioners in education. The booklet contains the edited transcript of the session, which included presentations by three speakers. Clementine Barfield described the impact of urban violence on her family and on the children with whom she works in Detroit, Michigan. The loss of her son through violence led her to found the organization Save Our Sons And Daughters (SOSAD), a project that engages in crisis intervention and violence prevention and provides support groups for those who are affected by violence. Elizabeth M. Simpson, a social worker, discussed the work of the PALS program, which was devised by the school district of East Oakland, California. This program delivers therapy, counseling, and tutoring services in two elementary schools. Some of the symptoms caused by a violent event were reviewed. Betsy McAlister Groves, also a social worker, reviewed work that she and her colleagues at Boston (Massachusetts) City Hospital have been doing concerning young children's exposure to violence. The insights and reflections of these speakers suggest that there is much that can be done to address the impact of violence. (SLD)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Child Health; *Children; *Developing Nations; Foreign Countries; Foreign Policy; *Health Programs; Hearings; *International Programs
IDENTIFIERS- Africa (Sub Sahara); Agency for International Development; *Congress 102nd; World Health Organization; World Vision (Relief Organization)

Key leaders working for international, bilateral, and private organizations presented oral testimony and written statements on how developing countries can be assisted in coping with the AIDS crisis. Michael Merson of the World Health Organization, Richard Bissell of the United States Agency for International Development (USAID), and Milton Amayun of World Vision Relief and Development read prepared statements and answered questions about the extent of the AIDS epidemic, especially in sub-Saharan Africa, and about the efforts of their organizations to help developing nations deal with the problem. The participants also discussed United States policy alternatives that may assist these efforts. Four congressmen presented statements concerning pending legislation or asked questions concerning USAID. Supplementary material from USAID and UNICEF concerning AIDS and women and pediatric AIDS was also presented. (MDM)

section of the program report describes 117 projects in 43 countries that are financed and supported by the foundation. The projects profiled are those with a duration of 1 to 5 years which were active at the end of January, 1992. Each project is described in terms of: (1) the sponsoring institution; (2) the project title; (3) the duration of project activities supported by the foundation; and (4) an outline of the setting in which the project operates and the project's activities. In cases in which a current phase of a project was preceded by earlier phases of foundation support, these earlier phases are referred to in the text. Concluding the report is a list of 47 publications and videos in English, Spanish, and Portuguese produced by the foundation, and a list of the foundation's trustees and personnel. (MDM)

ED 352 198 PS 021 015

Supporting Family Involvement in Early Childhood Education: A Guide for Business.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Day Care; Early Childhood Education; *Employer Employee Relationship; *Employer Supported Day Care; *Family Involvement; Flexible Working Hours; Program Descriptions; Questionnaires; Surveys
IDENTIFIERS- *Business Role; *Family Support

This document provides information designed to help businesses increase their involvement in supporting children and families. The first of three chapters discusses the impact of social changes on the work force, and lists benefits that accrue to businesses and families when businesses institute policies that support employees' families. The second chapter describes options for the business community in providing child care services and arranging flexible work schedules for their employees. This chapter also lists activities by which businesses can facilitate parent involvement in early childhood education and offers eight suggestions for improving businesses' support of families. Successful efforts that exemplify business support of families are highlighted in both of these chapters. Finally, resource organizations or publications relating to child care are listed in the third chapter. Appendices include a survey form designed for a particular child care center, a questionnaire on dependent child care, a survey to gauge the degree of employees' involvement in their children's education and in meeting the needs of their families, and a sample company credo. A 36-item bibliography is provided. (BC)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Literacy; *Agricultural Laborers; Employer Employee Relationship; Job Skills; *Literacy Education; *Migrant Education; *Migrant Workers; Program Evaluation; Rural Areas
IDENTIFIERS- *California; *Workplace Literacy

From April 1990 through September 1991, the Rural Workplace Literacy Project (RWLP) provided migrant and seasonal farm workers from 15 agricultural worksites in California with literacy training. The training, designed to develop reading and job skills, involved 282 enrolled farm workers and 109 nonenrolled class attendants. Of the 13 classes conducted onsite, the average length of instruction was 135 hours. RWLP created successful partnerships with 12 agribusiness employers in addition to the original partners named in the project proposal. Of the students who participated in both pre- and post-testing, 96 percent demonstrated improvement in test scores. RWLP had three employers who contributed paid release time for participants in the program. Employer participation in the program totaled 38 percent in matching funds ($106,318) to the contract funds. In addition, 18 on-the-job training programs were secured to program participants. Recommendations from an independent program evaluation include: (1) comprehensive feedback loop with/to employers regarding program objectives and results; (2) fully using individual educational plans with the learner for managing progress and using class sessions for updates; (3) more materials for multiple levels of students; and (4) regularly-scheduled and mandatory teacher training. RWLP is currently conducting a follow-up survey on program participants regarding job retention, increased earnings, career advancement, and continued education. (LP)

successfully. The table of contents is arranged alphabetically and is intentionally designed so as not to suggest a specific order of subject presentation. Major topics of some of the 40 lesson plans are: (1) bathing and washing; (2) campsite selection; (3) decisionmaking theories and applications; (4) environmental ethics and backcountry conservation practices; (5) fire site preparation and care; (6) group processing and debriefing; (7) latrine construction and use; (8) leadership; (9) nutrition and rations planning; (10) pack packing; (11) personal hygiene; (12) stove operation; (13) trail technique; (14) trip planning; (15) water safety; (16) WEA history; and (17) weather. In addition, seven lesson plans deal with food preparation, six lesson plans deal with navigation, and two address safety. The book contains references for each chapter, a bibliography, and an index. (KS)

ED 352 256 SE 053 091

DeCicco, John; And Others

CO2 Carbon Dioxide Diet for a Greenhouse Planet: A Citizen's Guide for Slowing Global Warming.

PUB DATE- Jun 90
NOTE- 80p.; Part of the Audubon Policy Reports Series.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Activism; Air Pollution; Biological Influences; *Citizen Participation; *Citizen Role; Climate; Conservation (Environment); *Consumer Education; Environmental Education; Environmental Influences; Fuel Consumption; *Global Warming; Government Role; *Greenhouse Effect; Human Factors Engineering; Physical Environment; Pollution; Tables (Data); Thermal Environment; Transportation; Utilities; Wastes; Worksheets
IDENTIFIERS- Environmental Action; Environmental Issues; Environmental Problems; National Audubon Society

This guide discusses the global warming issue and offers a plan to facilitate a decrease in the emissions of the major greenhouse gases in the United States, including those under the control of individual citizens. A letter from the organization's president describes its involvement with the global warming issue. A brief overview presented in the foreword includes comments on political, personal lifestyle choice, ecological, and international considerations. In the foreword, the connection between global warming and U.S. consumer decisions and actions is made and the greenhouse diet plan is introduced. In chapter one, a description of "greenhouse" includes the identification of greenhouse gases, and their relationship to climate disruption. Chapters two and three identify national (industrial, transportation, residential, commercial) and individual (air conditioners, solvent cleaners, refrigerators, etc.) greenhouse gas emissions and a method for estimating contributions of carbon dioxide as a result of each citizen's energy consumption is discussed (includes a worksheet). Chapter four offers suggestions on how to decrease household greenhouse gas emissions via the CO2 diet. In chapter five, an example is provided on how an Audubon staffer implemented the diet plan. A discussion of how individual and governmental action can curb greenhouse gas emissions through improved energy policies, technologies, and investment is presented in chapter six. Appendices present a global perspective of greenhouse gas emissions, carbon dioxide equivalences for other greenhouse gases, and the methodology for the carbon dioxide diet calculations. (Contains 51 references.) (MCO)

representatives, majority rule, voting, law making, and the U.S. Constitution today. Six activity worksheets and additional suggestions for using the 10 lessons are provided. Seven lesson plans and appropriate work sheets are included for grades 4-6. The grades 4-6 lessons cover the topics of constitutional law; a government plan; the Constitution in daily lives; Article IV, Amendment X, and Amendment XIV; the people, places and things of the constitutional era; and constitutional ratification. The set of lessons also includes a bingo game, six activity sheets, and additional suggestions for using the lessons. Background information for teachers on the creation of the Constitution also is included. (DB)

ED 352 276   SO 020 616

Dunston, Aingred Ghislayne
Post World War II Civil Rights Movement: The Struggle for Democracy and Beyond.
PUB DATE- 89
NOTE- 20p.; Paper presented at the Conference on Development of Democracy after World War II in Germany and the United States (North Rhine-Westphalia, Germany, September 24-30, 1989).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Achievement; *Black History; Black Organizations; Blacks; *Civil Rights; *Democracy; Political Influences; Racial Bias; Racial Discrimination; Racial Relations; Social Change; *United States History
IDENTIFIERS- African Americans

Two main ideas are put forth in this paper: a description of the struggle of African-Americans to become full participants in the democratic process both before and after World War II; and an argument posited that through these struggles African Americans exposed the imperfections and weaknesses of the democratic society and provided for themselves a blueprint of how to resist oppression successfully. The roots of the Civil Rights movement of the 20th century can be found in the historical experience of African-Americans in which they were systematically excluded from the democratic process. Highlights of the Civil Rights movement included specific incidents, marches and protests, the formation of organizations, legal efforts, and other tools utilized to promote social and political change. African-Americans had little choice but to resort to mass concerted pressure and to take their efforts outside the existing democratic structure, because the American ideals of equality and liberty did not, in reality, yet apply to them. The paper concludes by arguing that the struggle of African-Americans for civil rights provided a blueprint for successful resistance used by other disadvantaged groups in the 1960s and 1970s. A 28-item bibliography is included. (DB)

Practitioners) - General (050)
DESCRIPTORS- *Cross Cultural Training; Cultural Background; Culture Contact; Foreign Countries; Foreign Culture; *Intercultural Communication; *Relocation; Travel
IDENTIFIERS- *Hong Kong

This book is a guide intended for persons planning on relocating to Hong Kong. Following an overview of the history and culture of Hong Kong, 12 additional chapters lead the reader step-by-step through the relocation process. These chapter topics include: before leaving, on arrival, language, doing business in Hong Kong, customs and courtesies, household pointers, schools (p.110-119), health and medical care, cars and driving, and leisure activities. Sources of information and recommended reading items also are identified. (DB)

ED 352 299 SO 022 593

Hoopes, Aaron
Update Japan.
PUB DATE- 92
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Cross Cultural Training; Cultural Background; Culture Contact; Foreign Countries; Foreign Culture; *Intercultural Communication; *Relocation; Travel
IDENTIFIERS- *Japan

This book is a guide intended for persons planning on relocating to Japan. Following a chapter on background information, 13 additional chapters lead the reader step-by-step through the relocation process. These chapters include: before leaving, on arrival, language, culture, doing business in Japan, household pointers and everyday life, schools (p.103-111), health and medical care, cars and driving, leisure activities, and major cities. Sources of information and recommended reading items are identified. (DB)

Woloszyk, Carl; Davis, Suzanne
Professional Development School Handbook.
PUB DATE- 92
NOTE- 251p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *College School Cooperation; Educational Change; Educational Finance; *Educational Principles; Elementary Secondary Education; *Faculty Development; Higher Education; *Preservice Teacher Education; Program Development; Program Evaluation; Program Implementation; *School Role; *Teacher Improvement
IDENTIFIERS- Michigan Partnership for a New Education; *Professional Development Schools

This handbook documents efforts to promote the professional development school (PDS) concept at Western Michigan University (WMU) and examines how a university might initiate the restructuring process for teacher education and collabaorate with a local school district through the establishment of a PDS. It discusses the underlying principles of PDSs, their place in school restructuring, and three major PDS components (teacher education, inquiry and research, and professional development). The handbook outlines steps to be taken in the planning process by university administrators and faculty and explores the four stages of PDS development (exploration, orientation, implementation, and operation). It includes information on: finances, evaluation, and PDSs in Michigan. Three mini-bibliographies and a resource list conclude the document. Nine appendixes include: a chronology of the Michigan Partnership for a New Education, PDS position statement, workplan for WMU, partnership school criteria, and a PDS workplan for WMU, partnership school criteria, and a PDS glossary of terms. In addition, the appendixes include six concept papers: "Administrative Structures To Implement Professional Development Schools," "Awareness and Orientation Plan for Shared Understandings," "Criteria for Involvement in Professional Development Schools," "Evaluation of the Professional Development School Effort," "Nature of School and University Partnerships," "Promotional Plan for the Professional Development Schools Concept among the University and General School Community." (IAH)

ED 352 338 SP 034 189

West, Paulus R.
Teacher Training and Certification: A Comparative Analysis between State and National Licensure Procedures and the Impending Effects of the Proposed National Certificate.
PUB DATE- Dec 91
NOTE- 103p.; Master's Thesis, University of Nebraska at Omaha.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Comparative Analysis; *Educational Change; Elementary Secondary Education; National Surveys; *Preservice Teacher Education; State Standards; *Teacher Attitudes; *Teacher Certification; Teacher Qualifications
IDENTIFIERS- National Board For Professional Teaching Standards; *National Standards; *National Teacher Certification; Professionalization of Teaching; Teacher Testing

The purpose of this study was to determine whether, according to teachers who have taught in more than one state and have had to fulfil various state requirements for certification, standards for either teacher certification or teacher preparation should be revised to reflect a more uniform system. Data were collected from questionnaires completed by 83 experienced teachers and other school personnel from school districts in the three demographic regions of the country (East Coast, Midwest, and West Coast). The six public school districts which participated in the survey were: Dayton (Ohio), District of Columbia, Council Bluffs (Iowa), Kansas City (Missouri), Omaha (Nebraska), Denver (Colorado), and San Fernando (California). Findings indicate that: (1) most teachers were familiar with the movement advocating nationwide certification; (2) 60 percent of the respondents favored a national certificate; (3) 87 percent believed uniform criteria would help the professional status of teaching and teacher-related professions; (4) the majority favored uniform requirements for the initial certification of teachers; and (5) an overwhelming majority of teachers favored national requirements for the re-licensure of teachers, counselors, and administrators. Teachers also indicated concern that a national certificate would create an additional stumbling block for would-be teachers seeking employment. This thesis includes the Nationwide Teacher Certification Questionnaire used in the survey and 44 references. (IAH)

Information Analysis Products (071)

DESCRIPTORS- Child Health; *Childhood Attitudes; *Childhood Needs; Curriculum Design; Elementary Education; *Evaluation Methods; Health Promotion; Physical Activity Level; Physical Development; *Physical Education; *Physical Education Teachers; *Physical Fitness; Teaching Methods

IDENTIFIERS- *Health Related Fitness; Monographs

The physical fitness status of children ages 6-12 is the topic of discussion in this monograph. The publication is organized into 4 major sections and 17 chapters. The first section, "An Introduction to Childhood Fitness," includes 3 chapters: (1) Status of Physical Fitness in U.S. Children; (2) The Public Health Perspective: Implications for the Elementary Physical Education Curriculum; and (3) Understanding Children's Physical Activity Participation and Physical Fitness: The Motivation Factor. Section Two, "Fitness Education and Programming," presents the following chapters: (4) Trainability of Prepubescent Children: Current Theories and Training Considerations; (5) Fitness Activities for Children with Disabilities; (6) Weight Control and Obesity; (7) Fitness Education: A Comprehensive Multidisciplinary Approach; and (8) Family and School Partnerships in Fitness. The third section, "Fitness Assessment," includes 4 chapters: (9) Physical Fitness Assessment; (10) Motor Fitness: A Precursor to Physical Fitness; (11) Fitness Testing for Children with Disabilities; and (12) The Evaluation of Children's Growth and Its Impact upon Health-related Fitness. The final section, "Fitness Applications for the Practitioner," is composed of 5 chapters: (13) Energizing Strategies for Motivating Children toward Fitness; (14) Academic and Physical: A Model for Integration of Fitness Concepts; (15) Teaching Fitness Concepts; (16) Game Boards That Promote Participation in Fitness Activities and the Learning of Basic Fitness Concepts; and (17) A Practitioiner's Guide for Marketing Children's Fitness Programs. The document concludes with figures, tables, and an extensive bibliography. (LL) skills or real problem-solving ability. In addition, many examinations are biased racially, culturally, linguistically, and by social class and gender. Use of these flawed tests leads to inaccurate and inappropriate decisions for individual children and harms the entire educational system because standardized tests provide little useful information for educational improvement. The National Center for Fair and Open Testing (FairTest) urges changes in the use of tests to eliminate mass testing of young children for readiness, placement, and promotion. No decisions about a child should be made primarily on the basis of test scores and tests must be no more than one small part of an assessment. Valid and comprehensive unbiased alternatives must be developed. These themes are expanded on in the following sections: (1) "What's Wrong with Standardized Tests?"; (2) "Tests Used in K-12"; (3) "Better Options for Assessing Education"; (4) "Alternatives in the States"; (5) "Excerpts from the Statement of the Campaign for Genuine Accountability"; and (6) "FairTest Goals and Principles." (SLD)

ED 352 377 TM 019 268

Fact Sheet on National Testing Proposals.
PUB DATE- Aug 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Achievement Tests; Decision Making; *Educational Assessment; Educational Change; Educational Discrimination; Elementary Secondary Education; Federal Programs; Multiple Choice Tests; *National Competency Tests; Resource Allocation; *Standardized Tests; *Student Evaluation; Test Construction; *Testing Problems; Testing Programs; Test Use
IDENTIFIERS- *America 2000; American Achievement Tests; Bush Administration; Fact Sheets; FairTest; National Assessment of Educational Progress; National Education Goals 1990; National Education Goals Panel; *Performance Based Evaluation

Current proposals for national testing are either for national multiple-choice tests in which all students would take the same test or for a system of performance-based examinations calibrated to national standards. The Bush administration's proposals, as enunciated in "America 2000," embrace both types, beginning with administration of the mostly multiple-choice National Assessment of Educational Progress, and eventually replacing these tests with the performance-based American Achievement Tests, which have yet to be developed. The Campaign for Genuine Accountability in Education (CGAE), led by FairTest, opposes national testing in general, and the Bush proposals in particular. An attached fact sheet summarizes reasons why a national examination will not help low-income and minority-group students, asserting that: (1) the Bush plan includes no resources for educational improvement; (2) there are inadequate resources committed to develop and implement a performance-based assessment system; (3) proposals are speeding up the test development process dangerously; and (4) the proposals call for continued reliance on tests to make decisions about students with unclear consequences for those who do not pass the tests. Recommendations for reform in each of these areas are included. Attachments include facsimiles of two newspaper articles on national testing, a sample letter from the FairTest CGAE to a congress member, and an outline of criteria for evaluating student assessment systems. (SLD)

ED 352 378 TM 019 275

The OECD International Education Indicators: A Framework for Analysis.
PUB DATE- 92
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Role; Classification; *Comparative Analysis; Concept Formation; Data Analysis; Decentralization; Decision Making; *Educational Research; Elementary Secondary Education; Foreign Countries; *International Studies; Models; *Research Projects
IDENTIFIERS- *Centre for Educ Research and Innovation (France); *Educational Indicators

This volume contains some of the many studies undertaken during

ED 352 396   TM 019 301

Madaus, George F.; And Others
Testing and Evaluation: Learning from the Projects We Fund.
SPONS. AGENCY- Aetna Life and Casualty Foundation, Inc., Hartford, CT.
PUB DATE- 92
NOTE- 63p.; Paper in the Policy Issues in the Conduct of Corporate Support for Education Series.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Corporate Support; Educational Finance; Endowment Funds; *Evaluation Methods; Evaluation Utilization; *Financial Support; Foundation Programs; Grants; Planning; *Program Evaluation; *Research Projects; *Test Use
IDENTIFIERS- Policymakers

An overview of issues in program evaluation is provided for corporate contributions administrators, including the place of testing in such evaluations, so that the administrators are in a better position to plan, commission, monitor, evaluate, and use evaluations of the projects they fund. In the first chapter, metaphors and models for educational evaluation are explored, examining how metaphors used to describe the process of education and schools can influence approaches to program evaluation. The three main approaches to program evaluation are described as: (1) goals-oriented; (2) decision-oriented; and (3) responsive or naturalistic. The second chapter offers practical advice on commissioning, monitoring, evaluating, and using evaluations. The third chapter considers educational tests and issues related to their use in program evaluation. Seven figures and five tables illustrate the discussion. A glossary is included, and three excerpts of the report in card form are enclosed. (SLD)

ED 352 397   TM 019 306

Meeting Goal 3: How Well Are We Doing? Education Research Report.
PUB DATE- Oct 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Competence; Educational Improvement; *Educational Objectives; Educational Trends; Elementary Secondary Education; English; Geography; Grade 4; Grade 8; Grade 12; History; Mathematics Achievement; National Competency Tests; *National Surveys; *Parent Participation; Reading Achievement; Teacher Expectations of Students; Television Viewing
IDENTIFIERS- America 2000; National Assessment of Educational Progress; *National Education Goals 1990; *Progress Reporting; Science Achievement

In 1990, President Bush and the nation's governors adopted the six National Education Goals as part of a campaign to increase educational performance at all levels. Goal 3 states that, by the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competence in challenging subject matter, including English, mathematics, science, history, and geography, and that every school in America will ensure that place from January through June 1991, covered the school years 1986-87 through 1990-91. Findings were reported in a framework developed by M. W. McLaughlin (based on the Change Agent Study) in 1990 that found that, for the educational process to be effective and for long-term policy directives to be realized, the following conditions have to exist: (1) the policy distinguishes between content and process; (2) implementation dominates outcome; (3) innovation contributes to the organic life of the classroom; (4) commitment of leadership is essential; (5) local variability is the rule; (6) embedded structures are more relevant to the teacher than formal structures; and (7) resources do not predict outcome. An examination of characteristics of the Yellowhead schools in light of these requirements leads to the conclusion that a model for integration operates in the elementary schools, but that no working integration model exists for the high schools. High school teachers lag behind elementary school teachers in concept acceptance. Issues in developing a secondary school model are summarized, including preparation for life, individualized instruction, record-keeping, training and support, and involvement. One figure presents the evaluation model. (SLD)

ED 352 416 TM 019 346

Verma, Satish; Bennett, Claude F.
Evaluating Major Program Thrusts: A Conceptual Framework of Evaluation Considerations and a Case Study of Synthesizing Evidence from a National Reporting System.
PUB DATE- Nov 92
NOTE- 11p.; Paper presented at the Annual Meeting of the American Evaluation Association (Seattle, WA, November 5-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Conservation (Environment); Data Collection; Environmental Standards; Evaluation Methods; *Groundwater; *National Programs; *Program Evaluation; Research Reports; State Programs; *Synthesis; Water Pollution; *Water Quality
IDENTIFIERS- Cooperative Extension Service; National Water Quality Initiative; Water Quality Analysis

The analytical process used in building a compendium of examples of accomplishments by the National Water Quality Initiative (NWQI) of the Cooperative Extension System is presented and discussed. Lessons learned are cited, and recommendations for future efforts to synthesize evidence on major program thrusts are made. The NWQI is focused on protecting the quality of the nation's groundwater and surface water through encouraging voluntary actions by farmers, ranchers, householders, and the general public. It has been reported that approximately 650 full-time equivalents of professional extension resources have been allocated annually (1989 through 1990) to the initiative. Statistical information in fiscal year 1989 and 1990 reports was analyzed and synthesized to compile summary tables for all states and detailed tables for each state. In addition to this quantitative data, qualitative data from narrative portions of the reports were content-analyzed and summarized. Limitations in the reporting system and in the water quality reports were identified. The following types of indicators were selected to be tracked in the future: (1) rates of pollution; (2) rates of use of potential contributors to pollution; (3) extension-promoted practices to reduce potential contributions to

Decline
IDENTIFIERS- California Achievement Tests; ECIA Chapter 1 Migrant Programs; Hawkins Stafford Act 1988; *Saginaw City School System MI

The State Bilingual Education Program and the Education Consolidation and Improvement Act (ECIA) Chapter 1 Migrant Education Program are used to meet the special education needs of bilingual and migrant students in the Saginaw (Michigan) city school district. These programs operated at 24 elementary schools, 4 junior high schools, and 2 high schools during the 1991-92 school year, the sixth year that students in both programs were assessed in reading and mathematics using the California Achievement Tests (CAT) for program evaluation purposes. Approximately 855 students in kindergarten through grade 12 participated in the 1991-92 program. State bilingual results show a decrease from the previous year in the percent of grade levels meeting performance standards in both reading and mathematics, with a 25 percentage point decline in reading, to 41.7 percent, and a 34.8 percentage point decline in mathematics, to 34.8 percent. Migrant results also show a decrease from the previous year, although much smaller, in the percent of grade levels meeting the standard. When reading data were examined by objective from the CAT, students in both programs show a decline from the previous year. Recommendations for program improvement are grouped into four general areas: (1) reduce program variations between sites; (2) increase parent participation; (3) increase and improve teacher inservice training; and (4) consider establishing a centralized site for program services. Ten tables summarize evaluation findings. Five appendixes, with 25 additional tables, add information about program procedures and student achievement. (SLD)

ED 352 435 UD 029 009

Mitchell, Candace, Ed.; Weiler, Kathleen, Ed.
Rewriting Literacy: Culture and the Discourse of the Other. Critical Studies in Education and Culture Series.
PUB DATE- Dec 91
NOTE- 309p.; Chapters originally appeared in the "Journal of Education" of Boston University.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Case Studies; Context Effect; *Cultural Differences; *Curriculum Development; Elementary Secondary Education; Equal Education; Illiteracy; *Literacy; Minority Groups; *Political Influences; Politics of Education; Public Schools; *Reading Instruction; School Restructuring; *Writing Instruction
IDENTIFIERS- *Discourse

Sixteen chapters discuss the relationship among literacy, culture, and difference in education; restructuring school curricula to meet the needs of those traditionally excluded from education's dominant discourse; the social and cultural context of literacy; and literacy's highly political nature. After "Series Introduction: Literacy, Difference, and the Politics of Border Crossing" and "Preface" (C. Mitchell), the following chapters are provided: (1) "What Is Literacy?" (J. P. Gee); (2) "Discourses of Power, the Dialectics of Understanding, the Power of Literacy" (A. T. Bennett); (3) "The Struggle for Voice: Narrative, Literacy, and Consciousness in an East Harlem School" (M. Sola and A. T. Bennett); (4) "Gimme the initial phase of activity by the Centre for Educational Research and Innovation (CERI) of the Organisation for Economic Cooperation and Development (OECD) concerning international education indicators. The studies trace the preparation of a set of international indicators as they illuminate the complexity of such indicators and the wariness with which decision makers approach indicators. The first inquiries were aimed at circumscribing the field of intervention of the CERI and they illustrate that the most complex problem is not the calculation of valid indicators but the classification of concepts. After an Introduction, "What Are International Education Indicators For?" (N. Bottani and H. J. Walberg), the following articles are included: (1) "The Functions and Limitations of International Education Indicators" (D. Nuttall); (2) "Conceptual Models in Use for Education Indicators" (M. van Herpen); (3) "Process Indicators of School Functioning" (J. Scheerens); (4) "Do Common Values Produce Common Indicators?" (A. Ruby); (5) "Statistical and Indicators Work in the OECD Directorate for Science, Technology and Industry" (G. Westholm); (6) "Standardizing Data in Decentralised Educational Data Systems" (R. W. Selden); and (7) "What Can Be Learned from All This?" (I. Delfau and R. W. Selden). (SLD)

ED 352 379   TM 019 276

Brandon, E. P.
A Note on the Format of Ennis' Multiple-Choice Tests of Deductive Reasoning Competence.
PUB DATE- Oct 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Cognitive Tests; Comparative Testing; Competence; *Deduction; Foreign Countries; *Multiple Choice Tests; *Test Format; Test Items; *Thinking Skills
IDENTIFIERS- *Ennis (Robert); *High Stakes Tests; Jamaica

In his pioneer investigations of deductive logical reasoning competence, R. H. Ennis (R. H. Ennis and D. H. Paulus, 1965) used a multiple-choice format in which the premises are given, and it is asked whether the conclusion would then be true. In the adaptation of his work for use in Jamaica, the three possible answers were stated as "yes" (it must be true), "no" (it can not be true based on what you are told), and "maybe" (it may be true or false). In the original investigations, the results were of no consequence for those tested, but in Jamaica the questions have been part of examinations of importance to the subjects. For this reason, the possible effect of question format was investigated by replacing "maybe" with "not necessarily." Results with 537 subjects in 1990 (using "maybe" test answers) and 474 subjects in 1991 (using "not necessarily" test answers) indicate that the change of format makes no difference to 18 valid items, but results in significant differences in response pattern for 13 of 18 invalid items, with more correct responses in most cases. Three tables present study data. (SLD)

ED 352 380   TM 019 277

O'Neil, Harold F., Jr.; And Others
Measurement of Workforce Readiness Competencies: Design of Prototype Measures.
SPONS. AGENCY- Office of Educational Research and Improvement

all students are prepared for responsible citizenship, further learning, and productive employment in the modern economy. This report examines the achievement of 17-year-olds and 9-year-olds in mathematics, reading, and science, and recommends some steps parents and schools can take to improve performance. Data are from the National Assessment of Educational Progress report from 1991 ("Trends in Academic Progress"). The results are not encouraging. Not only are many of the 17-year-olds failing to acquire the skills they need, but the 9-year-olds are not performing better than their counterparts in the past. A decline in reading and an increase in television watching accompany these trends. Parents can help by encouraging children to read, helping them use their free time more constructively than watching television, and working with the schools. Schools can improve performance by assigning regular homework, by holding all students to the same high standards, and by having high expectations for all students. Three graphs are included. (SLD)

ED 352 398 TM 019 312

Lin, Zhiang; Carley, Kathleen
Maydays and Murphies: A Study of the Effect of Organizational Design, Task, and Stress on Organizational Performance.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- 31 Jul 92
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Air Traffic Control; Communications; Comparative Analysis; Computer Simulation; Decision Making; Models; *Organizational Effectiveness; Organizations (Groups); *Performance; *Problem Solving; Stress Management; *Stress Variables; Task Analysis; Training
IDENTIFIERS- *Crisis Management; *Radar Intercept Observers

How should organizations of intelligent agents be designed so that they exhibit high performance even during periods of stress? A formal model of organizational performance given a distributed decision-making environment in which agents encounter a radar detection task is presented. Using this model the performance of organizations with various organizational designs and task characteristics subject to various stresses is examined. The following two types of stress are distinguished: (1) external stress, such as hostile events or "maydays"; and (2) internal stress, such as communication channel breakdowns or "murphies". Simulations were run considering 192 organizational types under 20 operating conditions (5 optimal and 15 suboptimal) for a total of 3,840 cases. This formal analysis suggests that: (1) regardless of stress, performance is enhanced if there is a match between the complexity of organizational design and task; (2) task characteristics and maydays have more effect on performance than do murphies and organizational design; (3) the effects of murphies can be combated by training, but only to a limited extent; and (4) technology-induced stress typically is more debilitating than personnel-induced stress. Ten tables and 10 figures present simulation results. (Author/SLD)

ED 352 399 TM 019 314

Evaluation of Implementation of School/Community-Based Management. Final Report.
PUB DATE- Aug 92

pollution; and (4) extension strategy and activities to induce or accelerate adoption of such practices. One figure illustrates program components, and one table lists the planned indicators. (SLD)

ED 352 417 TM 019 348

Bobbett, Gordon C.; And Others
Evaluation of the Categories Currently Used in Report Cards with Student Outcome.
PUB DATE- Nov 92
NOTE- 30p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Atlanta, GA, November 9, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Content Analysis; Decision Making; Educational Improvement; Elementary Secondary Education; *Institutional Characteristics; Organizational Climate; *Outcomes of Education; Policy Formation; *Report Cards; *School Districts; *State Programs
IDENTIFIERS- Educational Indicators; Status Reports; *Tennessee; Tennessee Comprehensive Assessment Program

Data from the 1990-91 Tennessee school district report cards are used to reexamine some relationships noted in previous studies (G. C. Bobbett and others, 1992) and to gain new insights because of modifications to Tennessee's report cards from 1989 to 1991. Report cards now report the Tennessee Comprehensive Assessment results and have added more school district characteristics, expanding analyses from 8 to 15 variables. Several conclusions of the 1988-89 study were reinforced by the current investigation. Policymakers at all levels need to consider that few of the individual inputs commonly associated in people's minds with the production of student achievement have much impact on student performance, and that, with the exception of student attendance and, perhaps, per-pupil expenditure, treatment of any isolated variable will have little effect. Available evidence suggests that variables most worthy of consideration are: (1) organizational culture; (2) student motivation; (3) parental involvement; (4) instructional methodology; (5) curricular features; and (6) other factors that may have a significant influence on student performance. Report cards are only as good as the assessment used to determine student performance. The current Tennessee report cards do a reasonable job of reporting the status of schools, but they still lack meaningful information on which to make decisions for improvement. Nine tables present analysis results. Four appendixes add information about the variables in table form. (SLD)

ED 352 418 TM 019 352

O'Neill, Audrey Myerson
Clinical Inference: How To Draw Meaningful Conclusions from Tests.
PUB DATE- 93
NOTE- 229p.; Developed from a presentation delivered at the Northern New England Educational Tests, Measurement, and Evaluation Conference (11th, Plymouth, NH, March 29, 1989).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

Room: School Resistance, Attitude, and Access to Literacy" (P. Gilmore); (5) "The Narrativization of Experience in the Oral Style" (J. P. Gee); (6) "Hearing the Connections in Children's Oral and Written Discourse" (S. Michaels); (7) "Discourse Systems and Aspirin Bottles: On Literacy" (J. P. Gee); (8) "The Importance of the Act of Reading" (P. Freire, translated by L. Slover); (9) "The Politics of an Emancipatory Literacy in Cape Verde" (D. Macedo); (10) "Tropics of Literacy" (L. Brodkey); (11) "The Construction of School Knowledge: A Case Study" (J. Nespor); (12) "Benjamin's Story" (J. Kozol); (13) "Petra: Learning To Read at 45" (P. Rigg); (14) "How Illiteracy Became a Problem (and Literacy Stopped Being One" (J. Donald); (15) "Hegemonic Practice: Literacy and Standard Language in Public Education" (J. Collins); and (16) "Popular Literacy and the Roots of the New Writing" (J. Willinsky). (SLD)

ED 352 436 UD 029 011

Hahn, Andrew
Managing Youth Development Programs for At-Risk Youth: Lessons from Research and Practical Experience. Urban Diversity Series No. 103.
SPONS. AGENCY- Columbia Univ., New York, N.Y. Teachers College.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *At Risk Persons; *Disadvantaged Youth; Economically Disadvantaged; Educationally Disadvantaged; Evaluation Needs; Financial Support; *Individual Development; Professional Development; *Program Administration; Program Evaluation; Program Implementation; Research Needs; *Research Utilization; Theory Practice Relationship; *Youth Programs
IDENTIFIERS- *Second Chance Programs

How youth programs, particularly those that try to prepare young people for work and higher education, are organized and implemented in the field is reviewed. In many cases, the needs of program practitioners are overlooked by the research community. The focus here is on "second-chance" programs that promote the self-sufficiency of disadvantaged groups of adolescents. A framework of the major categories of youth program research is followed by an examination of the typical youth program from an implementation perspective. Remaining sections apply an integrative theory to youth programs by adapting the concept of youth programs as service organizations. The elements of a service concept are presented, along with some limitations of the service concept model. Suggestions for realizing youth research and program practice include the following: (1) work to put professional development education high on the national agenda; (2) encourage new research on program implementation and service concepts; (3) emphasize in-program analysis and process/implementation studies; (4) expand support of organizations that attempt to translate research for use by practitioners; (5) connect nationally focused researchers with local change initiatives; (6) support technical assistance and in-service training of program staff; (7) put program managers on review committees that guide funding decisions; and (8) expand the repertoire of

(ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 51p.; Separately published eleven-page "Evaluation Comment" condensing this report is bound in.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Classification; Cognitive Psychology; *Competence; Employment Qualifications; Job Analysis; Job Skills; *Labor Force; *Measurement Techniques; *Measures (Individuals); Occupational Tests; *Readiness; Research Methodology; Skills; *Test Construction; Work Environment
IDENTIFIERS- Indicators; Performance Based Evaluation; *Prototypes

A general methodology approach is suggested for measurement of workforce readiness competencies in the context of overall work by the National Center for Research on Evaluation, Standards, and Student Testing on the domain-independent measurement of workforce readiness skills. The methodology consists of 14 steps, from the initial selection of a work environment to the preparation of a report documenting the process. After selection of the work environment, a job and task analysis is conducted, and a competency or skill is selected that is present in the work environment. Component analysis divides the competency into constituent subcompetencies for which indicators are created. Indicators are classified within a cognitive science taxonomy; and measures of the competency are selected or developed, followed by empirical studies, statistical analysis, norm creation, and production of a report on the indicators. A report on the assessment using multiple indicators finally results. Application of the general method to a specific case for the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) is documented. Two measures of workforce readiness competencies are proposed for the SCANS example of a new restaurant. Further development of these measures and empirical validation will be conducted in Year 2 of the effort. Twelve tables summarize the methodology. An appendix provides the restaurant scenario for the assessments. (SLD)

ED 352 381 TM 019 278

Herman, Joan L., Ed.
R&D Priorities for Educational Testing and Evaluation: The Testimony of the CRESST National Faculty.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 89
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Accountability; *Agenda Setting; Educational Policy; *Educational Research; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; Multiple Choice Tests; *Needs Assessment; *Research and Development; Research Problems; Standardized Tests; Testing Problems
IDENTIFIERS- *Alternative Assessment; Center for Research on Eval Standards Stu Test CA; Educational Indicators; *Performance Based Evaluation; Standard Setting; Testimony

At the 1989 meeting of the National Faculty of the Center for Research on Evaluation, Standards, and Student Testing (CRESST), faculty members were invited to present testimony on

NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Role; *Community Involvement; Educational Philosophy; Elementary Education; *Elementary Schools; Evaluation Methods; Formative Evaluation; Instructional Leadership; *Participative Decision Making; *Principals; *Program Evaluation; Program Implementation; *School Based Management; School Restructuring
IDENTIFIERS- *Hawaii; Stakeholder Evaluation

A formative evaluation was conducted of two elementary schools that have been engaged in the School/Community-Based Management (SCBM) process in Hawaii. The evaluation process was aligned with the SCBM philosophy, which promotes shared decision making, shared responsibility, and collaboration. Stakeholders contributed to the evaluation, which focused only on SCBM implementation processes. Student outcomes will be addressed in the fourth year of implementation. The project can be summarized by the key success factors that were identified and demonstrated in both schools, which are successfully implementing SCBM. One of the fundamental conclusions is that in the very early stages of introducing SCBM the principal is instrumental in initiating the process. During the implementation of SCBM the following were identified as key success factors: (1) shared vision; (2) open communication; (3) respect; (4) trust; (5) collaboration; (6) empowerment; (7) operational guidelines; and (8) continued support for change by the district and state offices. The separate case studies for Wai'alae Elementary School (Honolulu district) and Ma'ili Elementary School (Leeward District, Oahu) are included. Seven tables and one figure illustrate the evaluation, and a staff questionnaire is included. Five appendixes include lists of interviewees, interview protocols, and a team effectiveness inventory. (SLD)

ED 352 400 TM 019 315

Bobbitt, Sharon A.; And Others
Filling the Gaps: An Overview of Data on Education in Grades K through 12.
PUB DATE- Nov 92
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Course Content; Curriculum; *Data Collection; *Educational Change; Educational Finance; Educational Trends; Elementary Secondary Education; Information Needs; *Information Systems; Institutional Characteristics; *National Surveys; Policy Formation; School Personnel; *Statistical Data; Student Characteristics; Trend Analysis
IDENTIFIERS- Educational Indicators; *Educational Information; *National Center for Education Statistics

The elementary and secondary education data collection system has undergone a major transformation over the past decade, becoming a coordinated, cohesive system. This report reviews what the National Center for Education Statistics (NCES) can and cannot say about education in the United States for kindergarten through grade 12. Six issue areas have been defined by the Indicators Panel convened by the NCES. In the first part of this document, six types of data are juxtaposed against the following six issue areas: (1) institutions and their

DESCRIPTORS- Case Studies; *Clinical Diagnosis; Critical Thinking; Guidelines; *Inferences; Intelligence Tests; *Psychological Testing; *Scores; *Test Interpretation; Test Results
IDENTIFIERS- Kaufman Assessment Battery for Children; Stanford Binet Intelligence Scale; Wechsler Intelligence Scale for Children (Revised)

The clinical inference process in test interpretation is described so that people can more easily communicate about it, teach it, and learn it. Chapter 1 compares different levels (concrete, mechanical, and individualized) of interpretation of the same test. Chapter 2 offers examples of an often-neglected kind of data necessary for individualized interpretation as it describes test behavior. In Chapter 3, an attempt is made to approximate the frequency of cases where individualized interpretation differs from score interpretation, through a study of a moderate number of cases. The first part of Chapter 4 describes the method of reasoning used in individual interpretation, while the second part of the chapter applies this method to case interpretations. Chapter 5 presents more cases of individualized test interpretation. Chapter 6 discusses the effects of outside constraints (social, organizational, and political) on the inference process. Chapter 7 is a chapter of conclusions. Tests discussed are taken from school examinations, concentrating on the Kaufman Assessment Battery for Children, the Stanford-Binet Intelligence Scale, and the Wechsler Intelligence Scale for Children--Revised. Appendix 1 illustrates the sometimes therapeutic effects of testing, and Appendix 2 presents an allegory relevant to testing. Eleven figures and 23 examples illustrate the discussion. Seven tables summarize points about testing, and there is an 80-item list of references. (SLD)

ED 352 419 TM 019 355

Kleinsasser, Audrey M.; Horsch, Elizabeth A.
Teaching, Assessment, and Learning: Invitation to a Discussion.
SPONS. AGENCY- Wyoming State Dept. of Education, Cheyenne.
PUB DATE- Aug 92
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Educational Research; Elementary Secondary Education; Evaluation Methods; *Evaluation Utilization; *Learning; Outcomes of Education; Policy Formation; *Student Evaluation; Teacher Role; *Teaching Methods; Test Use
IDENTIFIERS- Alternative Assessment; *Outcome Based Education; Performance Based Evaluation; *Wyoming

Forms of assessment that are consistent with outcomes based education are discussed. Assessment in service to learning must inform students about their learning, provide data for teachers who plan instruction, inform parents about student progress, and provide data for policymakers. Chapter 1 of this document is "The Implications of Prevailing Testing Practices." Chapter 2, "Connecting Learning and Assessment," summarizes research data about learning. Chapter 3, "Grades, Tests, and Ordeals: The American Testing Culture"; and Chapter 4, "Roles, Rules, and Rituals in a Culture of Assessment: Blurring the Distinctions," show that practices that exist in a culture of testing will probably need to be recast in a culture of assessment. Chapter 5, "Making the Transition: The Assessment of Educational Standards and Outcomes," provides standards for

skills that managers must possess. Two figures illustrate the discussion. (SLD)

what they viewed as the most pressing research and policy issues in the fields of testing, evaluation, and standards. These views are expressed in this document, highlighting important problems for a national research and development agenda. These collected views represent a diverse group of policymakers, practitioners, test publishers, professional organizations, and researchers, but they show considerable agreement on priority areas. Chief of these is the need to develop alternatives to multiple-choice standardized tests, and the need for meaningful performance-based assessment of higher skills. Also noted is the need for process oriented measures that could help teachers diagnose and facilitate student learning. The need for better quality indicators is often expressed, as are concerns for the impact of current accountability practices. Research and development are requested in the areas of evaluation utilization, communication of results, and various technical issues of testing. Statements are included from the following persons: (1) B. Anderson; (2) G. D. Estes; (3) L. S. Orum and S. A. Alatorre Alva; (4) S. Robinson; (5) G. W. Bracey; (6) T. Endo; (7) S. Johnson-Lewis; (8) G. Williamson; (9) L. Winters; (10) T. Kerins; (11) G. Malo; (12) E. D. Roeber; (13) J. Keene; (14) J. Olsen; (15) S. Burton; (16) D. Berliner; and (17) M. C. Wittrock. An appendix lists research questions in assessment. (SLD)

ED 352 382 TM 019 279

Herman, Joan; And Others
The Effects of Testing on Teaching and Learning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; Curriculum Development; *Educational Attitudes; Educational Quality; *Elementary School Teachers; Elementary Secondary Education; *Learning; Norm Referenced Tests; Questionnaires; Scores; *Secondary School Teachers; Standardized Tests; *Teacher Attitudes; Teaching Methods; Test Results; *Test Use; Test Wiseness
IDENTIFIERS- Teacher Surveys; *Testing Effects

A study was conducted to determine the effects of testing on teaching and learning, focusing on standardized norm-referenced tests. A questionnaire was administered to 85 kindergarten through grade 12 teachers from a large urban school district who were attending a teacher leadership workshop. Fifty-five respondents were from elementary schools, and 30 were from secondary schools. The 131-item questionnaire obtained data on the following parameters: (1) teacher and student backgrounds and the school context; (2) test-taking strategies and test preparation; (3) testing's impact on instructional objectives, content taught, staff professionalism, and interference with sound instructional practices; and (4) teachers' attitudes toward testing. Results suggest that there is significant pressure on teachers to improve test scores and that significant teacher attention and instructional time is devoted to testing. Teachers did not report that an emphasis on testing is narrowing the curriculum, but there is some evidence that testing is interfering with the teachers' abilities to attend to the finer points of instruction. Teachers perceived themselves as giving some attention to everything, and they felt that they teach both basic skills and higher-order characteristics; (2) finance; (3) staffing; (4) curriculum and course content; (5) students; and (6) achievement. The second part of this report is then organized into sections that provide information on continuing data collections, new initiatives, and remaining gaps for each of these broad types of education data. Each section contains a description of the availability of the data specific to its subject, a bibliography of current and planned NCES publications on the topic, and a summary chart of the availability of data. The NCES remains committed to providing timely and policy-relevant data. The data collection system maintains its relevance by remaining flexible and responsive to new policy needs. An appendix provides a short profile of each national survey that collects data on education in kindergarten through grade 12. (SLD)

ED 352 401 TM 019 317

Pfeiffer, Steven I.; And Others
A Consumer's Guide to Mental Health Treatment Outcome Measures.
SPONS. AGENCY- American Association of Children's Residential Centers, Washington, DC.
PUB DATE- 92
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- or each of these broad types of section contains a description of the availabilit,Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Behavior Rating Scales; Comparative Testing; Guides; Interviews; *Mental Health; *Outcomes of Treatment; *Personality Measures; Psychometrics; *Psychotherapy; Scoring; Test Norms; Test Reliability; Test Reviews; Test Use; Test Validity

A simple way of comparing the more widely used measures of the outcomes of mental health treatment is offered through this list of measures that includes both practical information and information about psychometric considerations. Each review contains information about the format, practicality (administration time and scoring), reliability, validity, and normative sample. In all, 46 tests are evaluated and grouped in the following categories: (1) 15 behavior rating scales; (2) 5 structured clinical interviews; (3) 7 personality inventories; (4) 4 global functioning scales; and (5) 15 specialized assessment measures. The sample of outcome measures listed is intended to be a useful and simple analytic framework to which any potential outcome measure could be compared. Eleven tables summarize characteristics of the measures. (SLD)

ED 352 402 TM 019 318

Tyler, Joanna
Community Youth Activity Program: Individual Characteristics of High-Risk Youth Participating in a Community-Based AOD Prevention Program.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.
PUB DATE- Nov 92
NOTE- 39p.; Paper presented at the Annual Meeting of the American Evaluation Association (Seattle, WA, November 5-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

outcomes-based education and examples of performance based assessment from teachers in Wyoming. A resource section contains 13 examples of strategies that teachers in Wyoming use to meet instructional outcomes through assessment, including video assessment; product testing; first grade multidisciplinary assessment; alternative assessment; monographs; a Renaissance fair; self-evaluated gymnastics; integration of computers; literacy assessment in third grade; reading and writing in first grade; assessing the integration of reading, writing, social studies, and science. Three summary sheets and 56 sources are included. (SLD)

ED 352 420 TM 019 356

Gallagher, Ann M.
Sex Differences in Problem-Solving Strategies Used by High-Scoring Examinees on the SAT-M.
PUB DATE- 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algorithms; Classification; College Entrance Examinations; High Achievement; High Schools; High School Seniors; *High School Students; Interviews; *Mathematics Skills; Mathematics Tests; Predictive Measurement; *Problem Solving; Protocol Analysis; Questionnaires; Scores; *Sex Differences; *Student Attitudes; Student Characteristics
IDENTIFIERS- High School Juniors; *Scholastic Aptitude Test; *Strategy Choice

An item classification scheme developed by A. M. Gallagher (1990) was refined, resulting in a more accurate prediction of sex differences in the mathematical sections of the Scholastic Aptitude Test (SAT). Differential Item Functioning (DIF) procedures for examinees scoring over 650 indicated that the majority of items favoring males required the use of mathematical insight, while all the items flagged as favoring females required standard algorithmic solutions. Structured interviews were conducted with 25 male and 22 female high school juniors and seniors from the examinee group to study differences in strategy use. There was a substantial overlap in strategies used by males and females, but analysis across all items indicated that females were more likely than males to use algorithmic strategies, and males were more likely than females to use insightful strategies. Questionnaire data obtained from the students interviewed indicated a positive relationship for both males and females between SAT mathematical performance and positive attitudes toward mathematics. The use of algorithmic strategies was correlated with negative attitudes toward mathematics. Implications of these and other findings are discussed. Eleven tables present study findings. Four appendixes contain the following: (1) prototypical items for classification categories; (2) problems used for think-aloud protocols; (3) attitude and background questionnaire; and (4) background variables and correlations between SAT mathematics or strategy and questionnaire items. (Author/SLD)

ED 352 421 TM 019 358

Wilkinson, William K.; Migotsky, Christopher P.
Toward a New Understanding of Epistemological Style: A Preliminary Factor Analysis of Epistemological Style Inventories.
PUB DATE- Nov 92

thinking skills. The study finds no clear relationship between reported test score trends and time and attention to testing. There is some indication of lower morale in schools with declining scores, but there is also a positive climate in schools with increasing scores. Seventeen tables present survey findings. (SLD)

ED 352 383 TM 019 285

Piontek, Mary E.
Synthesized Approaches: Expanding the Perspectives and Impact of Qualitative and Quantitative Evaluation.
PUB DATE- Nov 92
NOTE- 13p.; Paper presented at the Annual Meeting of the American Evaluation Association (Seattle, WA, November 5-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Cultural Awareness; *Epistemology; Evaluation Utilization; Evaluators; Organizational Climate; Program Evaluation; *Qualitative Research; Research Methodology; *Statistical Analysis; *Synthesis
IDENTIFIERS- Stakeholders

Qualitative evaluation and quantitative evaluation are discussed, examining how the perspective of each can and should create a critical debate that encourages inquiry instead of hostility. To achieve the major goal of linking evaluation information to the organization's culture, the evaluator needs to use multiple methods in a responsive, issue-raising, contextually sensitive approach. While some evaluators and researchers propose that the qualitative and quantitative approaches cannot be synthesized because of their polar epistemological stances, others develop compatibility of methods as their main focus. Arguments that the incompatibility thesis presents cannot be dismissed. However, discrepancies should prompt the researcher to probe particular issues in greater depth. This process may expand knowledge about evaluation in terms of increasing the likelihood of audiences engaging in their own knowledge expansion. In the practice of evaluation, the evaluator should be aware of the various qualitative and quantitative methods to make the evaluation a process of identifying, educating, and communicating the perspectives and concerns of the evaluator and the stakeholders to maximize the relevance and success of the evaluation and the program. (SLD)

ED 352 384 TM 019 287

Coreil, Paul D.; Verma, Satish
Utilizing Evaluation To Develop a Marketing Strategy in the Louisiana Cooperative Extension Service.
PUB DATE- 4 Nov 92
NOTE- 8p.; Paper presented at the Annual Meeting of the American Evaluation Association (Seattle, WA, November 5-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Evaluation Methods; *Evaluation Utilization; *Extension Education; *Faculty; Formative Evaluation; Government Employees; Higher Education; *Institutional Advancement; Likert Scales; Mail Surveys;

Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alcohol Abuse; *At Risk Persons; Attitudes; Behavior Patterns; Community Programs; Demonstration Programs; *Drug Abuse; Federal Aid; Grants; *Individual Characteristics; Knowledge Level; Personality Traits; *Prevention; Program Evaluation; Sex Differences; *Youth; Youth Programs
IDENTIFIERS- Anti Drug Abuse Act 1988; *Community Youth Activity Program

The Community Youth Activity Program (CYAP) was the first Center for Substance Abuse Prevention grantee demonstration project with a community prevention emphasis mandated by Congress under the Anti-Drug Abuse Act of 1988. One of the goals of the national evaluation of the CYAP, which expanded to 31 state grantees, was to establish a baseline of information on the development and effectiveness of the program's strategies for high-risk youth. To address this goal, the nature of the population served by CYAP was studied, including their knowledge, attitudes, and behavior. A Knowledge, Attitudes, and Behavior (KAB) instrument was developed to measure preprogram, immediate postprogram, and delayed postprogram responses of 1,797 youth aged 9 to 21 years from 14 states. Alcohol and other drug (AOD) knowledge, attitudes, and behavior do not appear related to ethnicity. When the five factors of risk, protection, AOD knowledge, attitudes, and behavior are analyzed separately, it becomes evident that males demonstrate more risk behavior than do females. African Americans and Native Americans are the most protected among the high-risk groups, probably because of participation in religious and recreational activities. The protection factor level is directly related to AOD knowledge and behavior, and inversely related to AOD behavior. Implications for AOD prevention programs are discussed. Six tables and two figures present study findings. The 38-item KAB instrument is included. (SLD)

ED 352 403 TM 019 319

Cooley, William W.; And Others
Educational Indicators for Pennsylvania. Pennsylvania Educational Policy Studies.
PUB DATE- 19 Oct 92
NOTE- 36p.; Policy Paper Number 14 in the Pennsylvania Educational Policy Studies Series.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classification; Data Analysis; *Databases; *Educational Change; Educational Planning; Elementary Secondary Education; *Information Systems; Matrices; Models; Policy Formation; *School Districts; *State Programs; Systems Development; Trend Analysis
IDENTIFIERS- *Educational Indicators; Educational Information; *Pennsylvania

A state educational indicator system being developed by the Pennsylvania Educational Policy Studies (PEPS) project at the University of Pittsburgh (Pennsylvania) is described. The extensive database that has been established as part of the PEPS project includes thousands of variables that are descriptive of the 500 Pennsylvania school districts. An indicator is defined as a numerical description of some important aspect of the educational system. Indicators will be joined in indicator systems according to models that facilitate analysis of the relationships existing among the indicators. A taxonomy of the types of indicators that are being developed

NOTE- 18p.; Paper presented at the Annual Meeting of the Arizona Educational Research Organization (Phoenix, AZ, November 5-6, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Psychology; *Cognitive Style; Cognitive Tests; Correlation; *Epistemology; Factor Analysis; *Graduate Students; Higher Education; *Measures (Individuals); Metaphors; Realism; Test Construction; Theories; Thinking Skills; *Undergraduate Students
IDENTIFIERS- Empirical Research; Logical Positivism; Rationalism; Relativism

Empirical findings related to the development of a new measure of epistemological style are reported. After a review of available epistemological style inventories and individual item qualities, 93 items reflecting 7 epistemological styles were selected. The scale was administered to 222 college undergraduates and graduate students (102 males and 120 females). The seven scale scores were submitted to Varimax orthogonal rotation to distill common factors empirically. As hypothesized, the following three factors emerged: (1) naive realism, which accounted for the intercorrelation between dualism and logical positivism; (2) logical inquiry, comprising the scales of empiricism, rationalism, and thinking; and (3) skeptical subjectivism, pertaining to the interrelationships between relativism and metaphorism. Findings are discussed in terms of theoretical and practical implications for the classroom and for student development. One figure illustrates the tri-level cognitive period, and two tables display study findings. (SLD)

ED 352 422 TM 019 360

Torrence, David R.
An Example of a Qualitative Evaluation of Performance Change from a Train the Trainer Seminar Intervention. Instructional Development Technical Report Number 26.
PUB DATE- Nov 92
NOTE- 17p.; Paper presented at the Annual Meeting of the American Evaluation Association (Seattle, WA, November 5-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Change; *Formative Evaluation; Learning; Mechanics (Process); Outcomes of Education; *Performance; Program Effectiveness; *Qualitative Research; *Seminars; Teaching Methods; *Trade and Industrial Teachers; *Training
IDENTIFIERS- Change Analysis; Elevators; Training of Trainers Model

The National Elevator Industry Educational Program (NEIEP) is a training trust established by an industry trade association and a union to maintain the supply of well-trained competent elevator mechanics. The NEIEP conducts Train the Trainer seminars that present a skill-building program to give each instructor a range of techniques and strategies for teaching and learning. A qualitative evaluation of the effectiveness of one of the seminars was conducted. A Level 1 (introductory) seminar was evaluated by participants at a Level 2 (more advanced) seminar about a year later. Participants indicated

*Marketing; Planning; Program Development; State Government; *State Programs; Teaching Methods
IDENTIFIERS- *Louisiana Cooperative Extension Service

Marketing has become a popular strategic initiative among state extension services to meet the growing demand for program accountability. The Louisiana Cooperative Extension Service (LCES) began a formative evaluation of its marketing efforts as a step toward a comprehensive marketing plan. All extension faculty were surveyed to determine their perceptions of the marketing tools (MTs) of the organization, using a modified version of W. Boldt's marketing audit to rate 41 items on a 5-point Likert scale. Responses of 341 LCES faculty (a 77.5 percent response rate) were ranked to display the relative importance of 5 MT categories (teaching methods, office-related, decision-related, programming-related, and visual). Each MT was also ranked within its category. MTs at the core of teaching (communication/teaching skills and educational products) were considered most important. Organizational logos, personal business cards, and name tags, which have a visual effect, were considered less important. Office-related MTs ranked second, followed by MTs designed to reach local and state governing boards and elected officials. Mission and impact statements and the extension advisory system (programming-related MTs) ranked fourth. The LCES does not have a comprehensive marketing strategy, although scattered efforts have been made. Implications for development of a comprehensive approach are described. (SLD)

ED 352 385 TM 019 289

Posavac, Emil J.; Hoffman, Laura
If You Don't Know Why a Problem Occurs, Can Effective Interventions Be Developed? Reducing Medical Diagnostic Testing.
PUB DATE- Nov 92
NOTE- 13p.; Paper presented at the Annual Meeting of the American Evaluation Association (Seattle, WA, November 5-7, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Diagnosis; Cognitive Processes; Comparative Analysis; Cost Effectiveness; Decision Making; Diagnostic Tests; *Evaluation Problems; Intuition; Learning Theories; Medical Care Evaluation; *Medical Evaluation; Meta Analysis; Needs Assessment; *Program Development; *Test Use
IDENTIFIERS- Experts

A meta-analysis of 35 interventions to reduce diagnostic testing revealed that testing was reduced overall by 17.6%. Stronger effects were found for immediate reductions (31.7%) compared to reduction at follow-up times (18.7%) and stronger effects were found for interventions targeted at specific tests (23.2%) compared to interventions designed to reduce testing in general (11.8%). An examination of the quality of needs assessment shows that interventions planned on the basis of careful analysis of need were more effective than those based on the innovators' intuitive impressions. The value of the use of learning theory in developing effective interventions is discussed. The contrast between the cognitive processes of experts compared to the processes of less experienced decision makers reveals that many interventions may not be conducive to helping medical residents develop their skills in diagnostic testing in the most efficient manner. Several innovative, on-line interventions are described, which include effective interventions that may have lasting impacts since they seem to serves as an initial organizing matrix, with three rows representing inputs, processes, and outcomes, and columns representing concerns for equity, quality, and efficiency. Some sample indicators for these concerns are discussed, with examples of the kinds of data that indicators encompass. From the indicators, models are derived that explain aspects of the educational system. Indicators will be useful in understanding the current educational system and how it is changing. This information will be useful for planning and for educating the public about the schools. Reader input is invited to help identify other indicators and to understand what valid inferences can be made from the indicators. Twenty-three figures and one table illustrate the indicators and models. (SLD)

ED 352 404 TM 019 320

Brown, Mary Jo McGee
Issues in Educational Reform: How Triangulating Qualitative and Quantitative Evaluation Methods Can Enhance Understanding.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Innovation Program Dept.
PUB DATE- Nov 92
NOTE- 29p.; Paper presented at the Annual Meeting of the American Evaluation Association (Seattle, WA, November 5-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Comparative Analysis; *Educational Change; Elementary Education; *Elementary Schools; Elementary School Students; Elementary School Teachers; *Evaluation Methods; Interviews; Program Evaluation; *Qualitative Research; Questionnaires; Research Methodology; Scores; Standardized Tests; *Statistical Analysis; Test Results; Test Use
IDENTIFIERS- Atlanta Public Schools GA; *Reform Efforts; *Triangulation

An evaluation of a school reform project in one kindergarten through grade 5 school in Atlanta (Georgia) is presented to demonstrate how triangulation of qualitative and quantitative evaluation approaches can enhance understanding of a reform effort. During the 1991-92 school year, the final year of the project, Fowler Drive Elementary School served 484 students and had a staff of 25 teachers, 1 principal, 1 assistant principal, 1 media specialist, and 1 half-time project director. Each methodology was conducted by a separate evaluator who was trained and experienced in the approach. The qualitative evaluator used student, parent, teacher, and administrator interviews and open-ended questionnaire data, as well as observational field notes. The quantitative researcher studied effects on students as represented by standardized test scores and different measures of attitude changes of students and teachers. Considered together, data from both approaches provide a broader understanding of the impacts of the reform in schools. Neither data set was used simply to gain a greater understanding of the other, but, instead, each data set was used to understand different aspects of the implementation of the reform. One figure illustrates a model of the school reform process. (SLD)

ED 352 405 TM 019 324

the impact that the initial seminar had on their performance as an instructor. Data from the evaluation were classified according to competency area and then presented to participants on the second day of the Level 2 seminar. The purpose was to illustrate techniques of formative evaluation for the seminar participants. Several inferences about the impact of the Level 1 seminar are possible. Students learned and put into practice some new planning and instructional techniques. They retained an acceptable amount of information about adult learning and applied it to some degree, and they learned and used evaluation techniques. The Level 1 seminar appears successful in providing basic cognitive knowledge and promoting performance change. Five tables summarize evaluation questions and responses. (SLD)

ED 352 423 TM 019 361

Awomolo, Ademola
The Challenges of Combining Internal and External Assessment in Certificate Examinations: The West African Examinations Council Experience.
PUB DATE- Nov 92
NOTE- 16p.; Paper presented at the Annual Meeting of the American Evaluation Association (Seattle, WA, November 5-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Comparative Testing; *Educational Assessment; Educational Certificates; Educational History; Evaluation Methods; Foreign Countries; *Scores; Secondary Education; *Secondary School Students; *Student Certification; Student Evaluation; Test Reliability; Test Validity
IDENTIFIERS- *External Evaluation; *Internal Evaluation; Nigeria; West African Examinations Council

The evolution of the West African Examinations Council (WAEC) Senior School Certificate Examination (SSCE) and certification process is traced. The challenges posed by combining, for certification purposes, the scores from internal and external assessments of school candidates are discussed in the face of the low reliability of teachers' (internal) assessments. The previous certification procedure was based entirely on a one-shot, terminal, and external examination conducted by the WAEC. The new procedure is intended to combine advantages of continuous assessment (CASS) by teachers with those of terminal assessment (TASS). So far, there has been no official attempt to assess the validity and reliability of CASS scores submitted to the WAEC by schools in member countries. It must be assumed that disparities between schools and the qualitative difference in terms of validity and reliability between CASS and TASS scores are very wide. Examining the relationship between CASS over 3 years and TASS for 2,000 randomly selected Nigerian students for English and mathematics confirms a generally low correlation between CASS and TASS. The WAEC has chosen statistical moderation using standardization as an approach to resolving these problems. It is hoped that the experience of Nigeria in combining the two types of assessments will assist other countries as they adopt the new WAEC procedures. Six tables and two figures illustrate the discussion. (SLD)

ED 352 424 UD 028 981

Reihl, Carolyn; And Others
Losing Track: The Dynamics of Student Assignment Processes in

be based on processes leading to effective learning. One table and one graph are included. (Author/SLD)

ED 352 386 TM 019 290

Tatsuoka, Kikumi K.; Tatsuoka, Maurice M.
A Psychometrically Sound Cognitive Diagnostic Model: Effect of Remediation as Empirical Validity.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- Jul 92
NOTE- 68p.; Distribution list contains very small, light, broken type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Tests; *Diagnostic Tests; Fractions; Junior High Schools; *Junior High School Students; Knowledge Level; *Mathematical Models; Matrices; *Psychometrics; *Remedial Instruction; Student Evaluation; Test Validity
IDENTIFIERS- Empirical Research; *Rule Space Model

Results of cognitive diagnoses were validated using the rule-space model, and the usefulness of cognitive diagnosis for instruction was demonstrated. Through preliminary studies, 33 stages of knowledge were defined as cognitive diagnoses to be applied to results from a test of knowledge about fractions of seventh and eighth graders (initial test groups of 287 and 191). Results strongly indicate that the rule-space model can effectively diagnose students' knowledge states and can point out ways for remediating their errors quickly with minimum effort. It was also found that the designing of instructional units for remediation can be effectively guided by the rule-space model, because the determination of all possible ideal item-score patterns, given an incidence matrix, is based on a tree structure of cognitive attributes, knowledge states, and items. Fourteen tables and six figures present study findings. Appendix 1 contains the fraction addition problems, and Appendixes 2, 3, and 4 contain supplemental information about the analysis. (Author/SLD)

ED 352 387 TM 019 291

Education at a Glance: OECD Indicators = Regards sur l'education: Les indicateurs de l'OCDE.
PUB DATE- 92
NOTE- 150p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comparative Analysis; Definitions; Demography; *Economic Factors; *Educational Assessment; Elementary Secondary Education; English; Foreign Countries; French; Higher Education; *International Studies; *Outcomes of Education; Policy Formation; School Districts; *Social Influences
IDENTIFIERS- Centre for Educ Research and Innovation (France); *Educational Indicators

This report presents a preliminary set of international education indicators developed by the Centre for Educational Research and Innovation (CERI) of the Organisation for Economic Co-Operation and Development (OECD). The set of indicators is designed to meet the growing demands by national authorities and the education community for comparative information on the organization and operation of their educational systems. These indicators are targeted to a broad audience and are selective

Helmersson, Helge
Main Principles for Perspective Text Analysis via the PC-system PERTEX. No. 41.
PUB DATE- 92
NOTE- 57p.; Paper presented at the International Congress of Psychology (25th, Brussels, Belgium, July 19-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cluster Analysis; Coding; *Computer Software; Matrices; *Microcomputers; Reader Text Relationship; *Structural Analysis (Linguistics); *Text Structure
IDENTIFIERS- *Perspective Text Analysis; *PERTEX Computer Program; Text Organization

This document describes how the main principles of Perspective Text Analysis are implemented in the PC-system PERTEX, concentrating on the main steps of the analysis. The analysis starts with normal text and ends in a topological representation of the mentality that the text presents. The text material is processed in the following main steps: (1) coding of function words by means of a special dictionary; (2) design and coding of blocks according to the AaO (Agent-verb-Objective) paradigm; (3) supplementation of A- and O-dummies; (4) generation of A/O matrices; (5) cluster analysis based on generated matrices; and (6) topological presentation of outcomes. PERTEX gives an integration of all the steps in the analysis, and the user is offered numerous comprehensive functions for automatic coding and control of syntax. By a multilingual design, PERTEX can operate on texts in different languages. The user can select different menu-languages for the interaction with PERTEX. The technical output of the system is illustrated in the appendix with the complete 17-page printout from analysis of a classic text. (Author/SLD)

ED 352 406 TM 019 329

Reed, Donald B.
An Invitation To Share Craft Knowledge: Students as Case Researchers and Writers.
SPONS. AGENCY- California Educational Research Cooperative, Riverside.
PUB DATE- Apr 91
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Case Studies; *Educational Research; *Graduate Students; Higher Education; Instructional Leadership; Interviews; Knowledge Level; Mail Surveys; Methods Courses; Public Schools; *Qualitative Research; *Researchers; *Research Methodology; Research Reports; Teaching Methods; Technical Writing; Writing Skills
IDENTIFIERS- *Leadership and Role Study Questionnaire; Self Report Measures; Washington State University

The way in which graduate students in a course in school organization and administration at Washington State University (Pullman) have been guided through conducting original case studies of the administrators and others working in public schools and school districts was studied, as was the impact of these studies on the students. Students were given practical

High School.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Courses; *Disadvantaged Youth; High Schools; *High School Students; Inner City; Interviews; Longitudinal Studies; Needs Assessment; School Administration; School Personnel; *School Schedules; Staff Role; Student Needs; *Student Placement; *Urban Schools
IDENTIFIERS- Process Analysis

This study examines the processes by which students are assigned to courses in high schools. The data are drawn from a longitudinal study of five inner-city high schools located in an eastern metropolitan area spanning three separate school districts. Each school served a population of students that was overwhelmingly disadvantaged. The schools ranged in size from approximately 600 students to approximately 2,800 students. The data derive primarily from semi-structured interviews with key staff members in the five high schools involved in the assignment process. Interview subjects included guidance counselors, grade advisors, special program directors, and departmental chairpersons. Using an iterative, comparative analytic process the data were searched for structural, procedural, and temporal relationships among the data elements to assemble a general model of the student assignment process in the five schools. Major stages of the process captured in the analysis include the determination of school offerings, the development of the master schedule, and the matching of student needs and school resources. Two major trends are apparent. First, the connections between student needs and the assignment process appeared to be loose. School staff often assigned students to classes and programs without adequate information on student needs or school resources. Factors such as student ability, academic performance, and interests played a limited part in the process. Second, the connections between political and administrative processes and the assignment process appeared to be tight. Factors such as staffing constraints, physical space limitations, and regulations from both within and outside of the district did much to determine the scheduling process. Included are 25 references. (Author)

ED 352 425 UD 028 982

Legters, Nettie; Slavin, Robert E.
Elementary Students At Risk: A Status Report.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Compensatory Education; Curriculum Design; Demography; *Disadvantaged Youth; *Educational Trends; Elementary Education; *Elementary School Students; Evaluation Methods; *High Risk Students; Minority Group Children; National Surveys; Population Trends; Program Descriptions; Remedial Programs; Special Education
IDENTIFIERS- *1990s; *Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988; Project Head Start;

and intended to be policy-relevant. In addition, they are standardized in a way that makes them comparable among the countries of the OECD. The framework consists of three clusters of education indicators, offering information on: (1) the demographic, economic, and social contexts of education systems; (2) features of education systems; and (3) the outcomes of education. No indicators have yet been described for many aspects of the framework; this report presents only those indicators recognized as of 1988. A full set of international education indicators will be forthcoming. Included are 2 illustrative figures and 38 tables of study data. Annexes contain notes to the tables, technical notes, a glossary, and a list of project participants. The text is presented in parallel English and French versions. (SLD)

ED 352 388 TM 019 292

Spray, Judith A.; Miller, Timothy R.
Performance of the Mantel-Haenszel Statistic and the Standardized Difference in Proportions Correct When Population Ability Distributions Are Incongruent.
PUB DATE- Jul 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Blacks; College Entrance Examinations; Comparative Testing; Computer Simulation; Equations (Mathematics); Estimation (Mathematics); *Item Bias; Mathematical Models; Mathematics Tests; Racial Bias; Racial Differences; *Scores; *Statistical Distributions; Testing Problems; *Test Items; Whites
IDENTIFIERS- Ability Estimates; African Americans; American College Testing Program; *Mantel Haenszel Procedure

A popular method of analyzing test items for differential item functioning (DIF) is to compute a statistic that conditions samples of examinees from different populations on an estimate of ability. This conditioning or matching by ability is intended to produce an appropriate statistic that is sensitive to true differences in item functioning, provided the ability estimate adequately reflects a comparable level of the true ability for these populations. If the observed or number-correct score is used as a conditioning or grouping variable, a problem exists whenever examinees from two different populations are matched on the same level of the observed test score, but actually have quite different levels of the unobserved ability. This occurs whenever the distributions of true abilities for the populations of interest are incongruent or non-overlapping. This situation was investigated in a series of computer simulations using 2,000 White and 2,000 African American examinees and item responses from previous administrations of the American College Testing Mathematics Usage Test. Results indicate that the magnitude of the problem, in terms of being able to detect true DIF with moderate sample sizes when ability distributions are incongruent, may not be that serious for tests that are, on the average, free of DIF. One table and four graphs support the discussion. (Author/SLD)

ED 352 389 TM 019 293

Herman, Joan L.; And Others
A Practical Guide to Alternative Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement

parameters for the case study, such as selection of subject and site; and guidelines relating to theory, methods, and procedures necessary for qualitative research were also provided. Oral presentations were required at intervals. A limited study examined the impact of the case study experience on 44 students from 1988 through 1990. A 51-item close-ended self-response survey, the Leadership and Role Study Questionnaire, concerning the context and impact of the case study research experience was developed and sent to these students. Analysis is based on the return of 23 (56.8 percent) usable questionnaires. Results confirm that the case study research experience does provide students with theoretical knowledge of qualitative research and educational research in particular. Students also gain a relatively high level of substantive knowledge, with the greatest practical gain in interviewing skills and the least in writing. Two figures illustrate the framework and results of the impact study. Appendix A lists the 41 leadership case studies, appendix B contains the questionnaire, and appendix C contains the matrices for the study. (SLD)

ED 352 407   TM 019 331

Reed, Donald B.; Furman, Gail Chase
The 2 X 2 Matrix in Qualitative Data Analysis and Theory Generation.
PUB DATE- Apr 92
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Analysis; Factor Structure; Mathematical Models; *Matrices; *Qualitative Research; *Research Methodology; Theories
IDENTIFIERS- Grounded Theory; *Theory Development

The use of the 2 x 2 matrix in qualitative data analysis and theory generation is discussed, embracing the perspective that the objective of qualitative research in general and the analysis of qualitative data in particular is the development of theory. A 2 x 2 matrix is considered to be a tabular representation of the relationship of two orthogonal and exhaustive factors (analytic factors) to a third factor (synthetic factor). The four levels of the synthetic factor are related to the four possible pair-wise interactions of the levels of the analytic factors. The simplest form of a complete theoretical statement is a trivariate theoretical statement, which is represented parsimoniously by a 2 x 2 matrix. If the purpose of qualitative data analysis is to generate grounded theory, then the simplest form of the theoretical statements that constitute the theory can be expressed as a 2 x 2 matrix. A specific example is given of the use of a 2 x 2 matrix in a study of alternative teaching work orientations and incentives. A further example from the present authors' prior research concerns the work of school-based specialists. Five figures illustrate 2 x 2 matrices and provide examples of their use. (SLD)

ED 352 408   TM 019 332

Facts and Figures about Education in Alaska, 1991.
PUB DATE- 91

Status Reports

This paper offers a background of information on children in elementary school in the 1990s and on likely trends in the near future. It focuses particularly on issues relating to students who are at risk for school failure. One section identifies various risk factors that students face when they enter school and estimates the numbers of at-risk students across the United States. Data on developments over time in demographics show that the number of students has increased and that the school-age population is becoming more racially, ethnically, and linguistically diverse. Student performance is discussed including methods for measuring achievement; trends in aggregate performance, reading, writing, mathematics, science, and minority student achievement; and aggregate teacher characteristics. A description of programs and policies designed to prevent or address learning problems in elementary school grades covers Chapter 1/Title 1, Head Start, and special education. Also discussed are trends in education of at-risk students, noting that nationally this is a time of important changes in curriculum and assessment away from teaching isolated skills and drill and toward the integration of content across disciplines, problem solving, higher-order thinking skills, and holistic approaches. Included are 23 figures, 20 data tables, and 30 references. (JB)

ED 352 426 UD 028 983

Winfield, Linda F.; And Others
A Description of Chapter 1 Schoolwide Projects and Effects on Student Achievement in Six Case Study Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Black Students; Case Studies; *Compensatory Education; *Disadvantaged Youth; Economically Disadvantaged; Elementary Education; *Federal Programs; Hispanic Americans; Inner City; Instructional Effectiveness; Low Income Groups; Minority Group Children; Program Descriptions; Program Implementation; *Urban Schools
IDENTIFIERS- African Americans; *Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988; *Philadelphia School District PA; School Profiles

This report describes a study of the planning, development, and implementation of the first 61 Chapter 1 schoolwide projects established in 1989 in the Philadelphia (Pennsylvania) School District, and presents case studies of 6 of those schools. Schools in which 75 percent or more of the students are from low-income families can choose to spend their Chapter 1 funds on schoolwide projects that upgrade the entire school program. The schoolwide interventions feature key components such as staff development for principals and teachers, redefined roles and functions of Chapter 1 funded personnel, and a focus on the instructional process. This report focuses on project sites in Annapolis (Maryland), Cleveland (Ohio), Fresno (California), Philadelphia (Pennsylvania), Racine (Wisconsin), and St. Petersburg (Florida). The following six sections are provided: (1) introduction; (2) methodology; (3) historical context; (4) school district framework; (5) schoolwide project interventions; and (6) descriptions of selected cases

(ED), Washington, DC.
PUB DATE- 92
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Processes; Curriculum Development; *Decision Making; *Educational Assessment; Educational Theories; Elementary Secondary Education; Guidelines; *Scoring; *Test Construction; Test Use; Trend Analysis
IDENTIFIERS- *Alternative Assessment; Performance Based Evaluation; Process Models

Guidance is offered on the creation and use of alternative assessment; and a process model is presented that links assessment with curriculum and instruction, based on contemporary theories of learning and cognition. The introductory chapter, "Rethinking Assessment," provides background on the purposes of assessment and the need for new alternatives, plus an overview of key assessment development issues. Linking assessment and instruction is the focus of Chapter 2, which also reviews current trends in assessment. Chapter 3 considers determining the purpose of the assessment, and Chapter 4 reviews selecting assessment tasks and matching them to student outcomes. Setting the criteria for judging student performance is discussed in Chapter 5. Chapter 6 reviews the steps necessary to ensure reliable scoring. Chapter 7 makes the important point that assessment is not an end in itself, but rather a tool for decision making. In this context, reliability and validity of assessments are discussed. There are 26 figures illustrating the discussion. (SLD)

ED 352 390 TM 019 294

Krippendorff, Klaus
Recent Developments in Reliability Analysis.
PUB DATE- May 92
NOTE- 22p.; Paper presented at the Annual Meeting of the International Communication Association (Miami, FL, May 21-25, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Definitions; Equations (Mathematics); *Mathematical Models; *Reliability; *Research Methodology; *Sample Size; Standards
IDENTIFIERS- *Standard Setting

When one wants to set data reliability standards for a class of scientific inquiries or when one needs to compare and select among many different kinds of data with reliabilities that are crucial to a particular research undertaking, then one needs a single reliability coefficient that is adaptable to all or most situations. Work toward this goal from 1967 through the present is discussed. The agreement coefficient alpha has been defined as zero when the observed disagreement equals the disagreement that would be expected under conditions of chance, one when observed disagreement is absent, and negative when the observed exceeds the expected disagreement. A more recent definition corrects for small sample sizes, as an equation demonstrates. The route by which the equation was derived is traced to show generalization to: (1) any metric; (2) "m" observations or

NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; College Bound Students; College Entrance Examinations; Educational Finance; *Educational Trends; Elementary Secondary Education; Enrollment; *Public Schools; School Districts; School Personnel; *School Statistics; Special Education; *State Surveys; Tables (Data); Teacher Salaries; Teacher Student Ratio; Vocational Education
IDENTIFIERS- *Alaska; *Educational Information

This brochure provides educators, statisticians, the press, the public, and other interested parties with selected facts and figures about Alaska public schools spanning several years. A series of 29 tables presents information about: (1) numbers of schools and districts; (2) average daily membership; (3) numbers of graduates and general educational development diplomas; (4) numbers of staff; (5) average classroom teacher salaries; (6) pupil/teacher ratios; (7) vocational and technical enrollment; (8) scores on the Scholastic Aptitude Test and the American College Test; (9) college attendance plans of graduates; (10) numbers of bilingual, handicapped, gifted/talented, and migrant students; (11) school revenues; (12) school expenditures; (13) community education; (14) costs of boarding home programs and transportation; (15) details on school food programs; (16) school district areas; and (17) information about state and district administrators. Although some of the data range from 1972-73 through 1990-91, most of the data are provided from the mid-70s and the mid-80s through 1991. (SLD)

ED 352 409 TM 019 334

Illinois School Report Cards Performance Profiles 1986-1991.
PUB DATE- Feb 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accountability; *Achievement Rating; *Educational Assessment; Educational Trends; Elementary Secondary Education; Enrollment; Graphs; *Performance; *Profiles; School Districts; *School Statistics; Scores; Standardized Tests; State Programs; *State Surveys; Tables (Data); Trend Analysis
IDENTIFIERS- Educational Indicators; *Illinois; Vignettes

Statewide information contained in the school report cards released over the last 6 years in Illinois are summarized, with a focus on trends for selected indicators. Some vignettes have been included to reflect the more human aspects of the data presented in the graphs. Between 1986 and 1991 student enrollment, after declining, increased in 1991, as did the enrollment of minority students and limited-English-proficient students. The attendance rate and mobility rate have changed very little in this period. Overall, there has been a shift toward academic programs among high school seniors. While reading achievement scores and American College Testing Program scores have been relatively stable over the period, scores in mathematics and language arts have risen. The graduation rate has declined slightly. The number of operating public school districts declined in the period, to 950. Pupil-teacher ratios declined slightly, but teacher salaries rose by 28% over the (including context, principal's story, schoolwide project intervention, staff perceptions, sources of classroom support and coordination, sources of pupil support and recognition, student outcomes, average daily attendance data, reading scale scores, data on cohorts of students in school in 1986-1990, and reading and mathematics gains). These schools continue to be plagued with problems that are characteristic of urban schools; yet, they are working to change the nature of teaching and learning in these settings. For real program success, significant technical and financial support must be continued. Included are 12 graphs, 16 tables, and 1 flowchart. (JB)

ED 352 427   UD 028 989

Watson, Bernardine H.
Young Unwed Fathers Pilot Project: Initial Implementation Report.
SPONS. AGENCY- AT&T Foundation, New York, NY.; Department of Labor, Washington, D.C.; Food and Nutrition Service (DOA), Washington, D.C.; Ford Foundation, New York, N.Y.; Kaiser Foundation, Oakland, Calif.; Levi Strauss Foundation, Inc., San Francisco, Calif.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 92
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Black Youth; Disadvantaged Youth; Employment Opportunities; *Fathers; Individual Characteristics; Job Placement; *Job Training; One Parent Family; Parent Child Relationship; *Parenthood Education; Parent Participation; *Pilot Projects; Profiles; Program Descriptions; *Program Implementation; *Young Adults
IDENTIFIERS- African Americans; *Unmarried Parents

This interim report documents early experiences with recruitment, retention, service delivery, and establishment of links with employment/training and child support enforcement agencies for participants in the first year of a young unwed fathers program; and presents a profile of the 228 young fathers who had enrolled in the program by the end of February of 1992. The program is described as implemented at six sites where job training services, educational services, fatherhood development training, counseling, and 18-month on-going support are offered. Of the report's five sections, the first is an introduction offering background information, the second looks at problems of recruitment and retention, the third describes characteristics of those enrolled in the program, the fourth describes project organization and services, and the fifth summarizes initial findings. Among the findings are the following: (1) attracting and enrolling young fathers are difficult and resource-intensive undertakings; (2) most unwed young fathers are too poor to support their children on a regular basis; and (3) access to Job Training Partnership Act (JTPA) resources appears critical to service delivery for young unwed fathers, however, current regulations and practice in both JTPA programs and Child Support Enforcement (CSE) Programs, and the limited coordination between the two systems, present barriers to service delivery for this population. Included are 15 data tables. Appendixes contain site profiles, site summaries, a description of the study methodology, and a fatherhood development curriculum outline. (JB)

ED 352 428   UD 028 997

instruments; (3) missing data; (4) multiple values; and (5) many variables. Computer implementation and testing are planned to refine this versatile analytical device for reliability analysis in content analysis, survey research, and other data-generating procedures. (SLD)

ED 352 391 TM 019 295

Roos, Linda L.; And Others
The Effects of Feedback in Computerized Adaptive and Self-Adapted Tests.
PUB DATE- Apr 92
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 21-23, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability Identification; *Adaptive Testing; Algebra; Algorithms; Comparative Testing; *Computer Assisted Testing; Difficulty Level; *Feedback; *Graduate Students; Higher Education; Statistics; Test Anxiety; *Test Items; *Undergraduate Students

Computerized adaptive (CA) testing uses an algorithm to match examinee ability to item difficulty, while self-adapted (SA) testing allows the examinee to choose the difficulty of his or her items. Research comparing SA and CA testing has shown that examinees experience lower anxiety and improved performance with SA testing. All previous research concerning SA testing has presented item feedback to the examinee before asking the examinee to choose the next item difficulty level. Moreover, item feedback has typically not been presented to examinees in previous CA testing research. The effects of presenting, versus withholding, item feedback in SA tests were studied for 135 graduate and 228 undergraduate students (128 males and 235 females). The instrument was a computerized algebra test to assess skills needed for a statistics class. Examinees administered the SA tests tended to obtain significantly higher ability estimates than did those who were administered the CA tests. Also, those taking the SA tests reported significantly lower post-test state anxiety than did those taking the CA tests. Interaction between test type and feedback was not found, suggesting that examinees are able to use the implicit feedback they receive when answering items. Five tables present study findings. (SLD)

ED 352 392 TM 019 296

Hewett, Stephenie M.; Brady, Mary Ella
An Analysis of Statewide NRT Programs.
PUB DATE- Mar 92
NOTE- 35p.; A previous version of this paper was presented at the Annual Meeting of the Eastern Educational Research Association (15th, Hilton Head, SC, March 5-9, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Educational History; Educational Policy; Elementary Secondary Education; National Surveys; *Norm Referenced Tests; Program Evaluation; *Standardized Tests; *State Programs; State Surveys; Statistical Data; *Testing Programs; Test Norms; *Test Use

period. It is reasonable to conclude that the report cards issued by Illinois since 1986 have been an important means of acknowledging accountability to the people of Illinois. Twenty-one figures illustrate state educational trends. Two appendixes provide the Better Schools Accountability Law and nine tables of statistical data. (SLD)

ED 352 410 TM 019 338

Fitz-Gibbon, Carol
Performance Indicators and Examination Results. Interchange, No. 11.
SPONS. AGENCY- Scottish Office Education Dept., Edinburgh. Research and Intelligence Unit.
PUB DATE- Sep 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Standards; Comparative Analysis; Evaluation Methods; Foreign Countries; *Performance; Secondary Education; *Secondary School Students; Standardized Tests; *Student Evaluation; Tables (Data); *Test Results
IDENTIFIERS- *Educational Indicators; External Evaluation; Monitoring; Performance Based Evaluation; *Scotland; Value Added Model

The ways in which data on performance on public examinations could be used as educational performance indicators were studied, focusing on the standard tables developed for the Scottish Office Education Department (SOED). These tables are available for every secondary school in Scotland. Further refinements to follow the planned release of the standard tables in 1991 were also considered. Performance indicators need to be relevant, informative, acceptable, efficient, and feasible. They can then be divided into relative ratings and value-added performance indicators. Relative ratings provide a measure of the performance of departments relative to each other within each school. They indicate how well students in a subject achieve in comparison with their achievement in other subjects in the school. Value-added performance indicators indicate how far students have progressed in a subject in comparison with similar students in other schools. Both methods produce indicators of school performance, and both are calculated from examination reports. Issues arising from looking at performance indicators that must be considered are discussed. It is recommended that the use and development of the standard tables should continue, with value-added performance indicators incorporated into the standard tables for higher grades as soon as possible. The monitoring system set up by the standard tables is timely and cost-efficient. (SLD)

ED 352 411 TM 019 341

Pillen, Michelle B.; Hoewing-Roberson, Renee C.
Development of an Acculturation Measure for Latino Youth.
PUB DATE- 6 Nov 92
NOTE- 19p.; For a related document, see TM 019 342.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acculturation; Behavior Patterns; Cultural

Equity Issues in Schools. Report to the Colorado State Board of Education.
PUB DATE- 2 Jun 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Accountability; Administrator Role; Educational Assessment; *Educational Improvement; Educational Policy; Elementary Secondary Education; *Equal Education; Evaluation Utilization; *Government Role; *Guidelines; Inservice Teacher Education; Instructional Leadership; *Minority Group Children; *State Government; Training
IDENTIFIERS- Alternative Assessment; *Colorado; Educational Information; Monitoring; Reform Efforts

This report presents a framework of action necessary for effective statewide leadership related to equity in the schools. It also details progress made by the Colorado State Board of Education and the Colorado Department of Education regarding actions related to educational equity, and makes recommendations about where the State of Colorado may focus its efforts to make an impact on the challenges that continue to exist. The following are five specific actions recommended to the State Board of Education by the State Accountability Committee: (1) articulate a strong policy regarding equity issues and support it through training of school boards across the state; (2) expand statewide monitoring of graduation rates, grade retentions, disciplinary actions, and participation in special programs to determine disproportional representation based on race/ethnicity and gender; (3) continue to pursue alternative forms of assessment and to monitor their impact on minority group members; (4) provide continued support for efforts to reform teacher and administrator preparation programs so that these educators become aware of the needs of all groups of children; and (5) for school districts, develop and implement systematic equity programs that include data disaggregation and utilization, staff development, and monitoring of progress. Two figures and two tables support the recommendations. Appendix A contains a discussion of the historical context of equity issues for states edited by Dan Jesse. (SLD)

ED 352 429   UD 028 998

Rodriguez, Abraham, Jr.
The Boy without a Flag: Tales of the South Bronx.
PUB DATE- 92
NOTE- 124p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Adolescents; *Black Youth; *Children; *Disadvantaged Youth; Early Parenthood; Economically Disadvantaged; Hispanic Americans; Illegitimate Births; Minority Group Children; *Puerto Ricans; Short Stories; Substance Abuse; Unwed Mothers; Urban Culture; Urban Problems; *Urban Youth; Violence
IDENTIFIERS- *New York (Bronx)

The seven short stories in this collection portray the lives of Puerto Rican children and adolescents in the South Bronx (New York City). The hopelessness of many Puerto Rican and Black youth is vividly depicted in stories dealing with drug use,

State program practices in norm-referenced testing (NRT) are described as found in the 1990-91 school year and prior years to provide information on years of administration of the same test and the age of the norms. All 50 State Departments of Education were surveyed in 2 stages. States without NRT were asked to described their testing policies; and those with NRT were asked test name, editions, grades tested, and first year of administration. Only two states provided charts of the tests administered, and information on the programs before the 1980s was often incomplete. In 1991, 29 states had statewide NRT programs, most of which tested target populations in the spring. The oldest mandatory program began in 1955, although optional statewide testing existed in many states before mandatory programs were established. Four of five states gave one of three tests (Comprehensive Tests of Basic Skills, Iowa Tests of Basic Skills, and Stanford Achievement Tests). Of the 29 states, 23 gave the most current edition to the researchers and the others used the immediate prior edition. A majority (57%) used NRTs normed 3 years previously, but just over one-third used norms 6 years old. Across all states, the average number of years of administration of the same test was 3.6 years. It is recommended that NRTs be renormed in 3-year cycles, and that tests be adopted for 3- or 4-year cycles. Three tables contain survey data. Appendix A lists the tests used by state. Appendix B lists the grades and subtests by state. (SLD)

ED 352 393 TM 019 297

The Future of the National Assessment of Educational Progress. Discussion Paper.
PUB DATE- Aug 92
NOTE- 35p.; Prepared by the Ad Hoc Committee on the Future of NAEP.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Educational Assessment; Educational History; Educational Policy; Elementary Secondary Education; *Futures (of Society); International Studies; *National Programs; *Policy Formation; Program Development; Public Opinion; Research Methodology; Student Evaluation; *Testing Programs; Test Results; Test Use
IDENTIFIERS- *National Assessment of Educational Progress

The 1990s show distinct changes from the 1960s in terms of the views held by education practitioners, policymakers, and the public concerning the National Assessment of Educational Progress (NAEP). Developments such as the national education goals, the prospect of voluntary national education standards, and the possibility of a national system of assessments raise several issues for the NAEP. These issues include: (1) the role and purpose of the NAEP; (2) the alignment with national education standards; (3) assessment frameworks; (4) the role of the NAEP in relation to organizations that may be established to review or certify national standards and a system of assessments; (5) NAEP achievement levels; (6) an international component to the NAEP; (7) the NAEP as an anchor for linking state and local assessment systems with national and international results; (8) removing the prohibition against using NAEP results at the district or school level; and (9) annual assessment and reporting. Policy questions associated with each of these issues are discussed. (SLD)

ED 352 394 TM 019 298

Background; *Cultural Differences; *Elementary School Students; English; Factor Analysis; High Risk Students; Identification (Psychology); Intermediate Grades; Junior High Schools; Junior High School Students; Language Usage; *Latin Americans; Prevention; Questionnaires; Spanish Speaking; Substance Abuse; *Test Construction; *Urban Youth
IDENTIFIERS- Chicago Public Schools IL; Latinos; *Latino Youth Acculturation Scale; Risk Taking Behavior

As part of a substance abuse prevention project, a measure was developed in both English and Spanish to measure levels of acculturation among members of a Latino youth population for later comparison of acculturation with high-risk behaviors. The Latino Youth Acculturation Scale (LYAS) consists of 23 items. Eleven items deal with language use of the respondent; six items deal with television viewing, music, and eating habits; and six items focus on cultural activities. The LYAS was administered to students in the fifth through eighth grades at two Chicago (Illinois) elementary schools in predominantly Latino neighborhoods. Usable surveys were obtained from approximately 650 youths, of whom 33 percent were first-generation in the United States. Forty percent of the respondents self-identified themselves as Puerto Rican, 28 percent as Mexican, 5 percent as both Mexican and Puerto Rican, and 7 percent as other Latino ancestry. A principal components analysis with oblimin rotation performed on the 23 items produced 4 factors with eigenvalues greater than 1.0 that accounted for 69 percent of the total variance. These factors were: (1) family identity; (2) self/peer identity; (3) customs; and (4) food. The LYAS appears to measure levels of acculturation in terms of these four factors. It has great utility because it is easy to administer, is written in Spanish and English, and was developed for more than a single Latino group. Three tables present study data, and two figures illustrate the degree of acculturation. An appendix contains the LYAS. (SLD)

ED 352 412 TM 019 342

Pillen, Michelle B.; Hoewing-Roberson, Renee C.
Determining Youth Gang Membership: Development of a Self-Report Instrument.
PUB DATE- 6 Nov 92
NOTE- 22p.; For a related document, see TM 019 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Variance; Behavior Patterns; *Delinquency; *Elementary School Students; English; Factor Analysis; Factor Structure; Group Membership; High Risk Students; Intermediate Grades; Junior High Schools; Junior High School Students; *Latin Americans; Objective Tests; Spanish Speaking; Student Participation; *Test Construction; Test Format; *Urban Youth
IDENTIFIERS- Chicago Public Schools IL; *Gang Membership Inventory; Gangs; Latinos; *Self Report Measures

The Gang Membership Inventory (GMI) was developed for use with urban high-risk youth and administered as part of a larger survey. The GMI consists of 15 true/false items asking about the respondent's involvement in gang activities in the year just past. Activities range from peripheral involvement to more serious involvement in gangs (e.g., being an actual gang member). The GMI was administered in English or Spanish to fifth through eighth graders at two Chicago (Illinois) discrimination, unwanted and early pregnancy, and a host of other urban social ills. Titles of the stories are: (1) "The Boy without a Flag"; (2) "No More War Games"; (3) "Babies"; (4) "Birthday Boy"; (5) "Short Stop"; (6) "The Lotto"; and (7) "Elba." (SLD)

ED 352 430 UD 028 999

Vinovskis, Maris A.
An "Epidemic" of Adolescent Pregnancy? Some Historical and Policy Considerations.
PUB DATE- 88
NOTE- 298p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Contraception; *Early Parenthood; Government Role; Guidelines; Intervention; *Policy Formation; *Pregnancy; Prevention; *Public Policy; *Social Problems; Social Services; Trend Analysis; United States History; Unwed Mothers; Values Education
IDENTIFIERS- Office of Adolescent Pregnancy Programs

Adolescent pregnancy (AP) is explored from historical and policy perspectives. The "epidemic" of AP, with 4 out of every 10 teenage girls becoming pregnant, is typically portrayed as a recent and unprecedented problem that requires massive federal intervention, but the problem is not new. Chapter 1 analyzes adolescent sexuality, AP, and childbearing in early America, when Americans paid little attention to such issues because they occurred relatively infrequently compared to the current situation, even though rates of AP and childbearing peaked in the late 1950s. Chapters 2 and 3 review policies addressing AP, and trace the origins and development of the Office of Adolescent Pregnancy Programs. Chapter 4 discusses the historical controversy over parental notification of the distribution of contraceptives to teenagers. Chapter 5 discusses the impact of a parental notification requirement from a social science viewpoint. Chapter 6 considers the role of young fathers. Chapter 7 critiques major evaluations of care programs for pregnant teens and adolescent mothers. Chapter 8 reviews the problems and suggests solutions. Neither AP nor early childbearing is a recent epidemic, unprecedented in U.S. history. Early sexual activity, AP, abortion, and teenage childbearing will continue unless the history of the problem and the efficacy of attempts to solve it are carefully studied. Included are 12 figures and 278 references. (SLD)

ED 352 431 UD 029 003

Final Reports Submitted by States Authorized by Education for Homeless Children and Youth Program, Fiscal Year 1991. Report to Congress.
PUB DATE- 92
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Adolescents; *Children; Data Collection; *Disadvantaged Youth; Economically Disadvantaged; Elementary Secondary Education; Federal Programs; *Homeless People; National Surveys; Research Methodology; Research Reports; *Special Needs Students; *State Surveys; Urban Youth; Youth Programs

Owings, Carrie A.; Follo, Eric
Effects of Portfolio Assessment on Students' Attitudes and Goal Setting Abilities in Mathematics.
PUB DATE- Aug 92
NOTE- 38p.; Appendices contain light, uneven type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ability; Attitude Measures; Control Groups; Educational Assessment; *Educational Attitudes; *Elementary School Students; Evaluation Methods; Experimental Groups; Grade 5; Grades (Scholastic); Intermediate Grades; Mathematics Achievement; *Mathematics Education; *Portfolios (Background Materials); Questionnaires; Self Evaluation (Individuals); *Student Attitudes
IDENTIFIERS- *Goal Setting; *Performance Based Evaluation; Student Surveys

The effects of portfolio assessment on mathematics students' attitudes about grades, their awareness of their mathematics strengths and weaknesses, and their abilities to set reasonable goals were studied for 12 fifth-grade students given a survey on attitudes about grading near the end of a 10-week term. Students also wrote about their strengths and weaknesses in mathematics and completed a goal sheet. Mathematics achievement of the six students in the control group was measured using traditional assessment, and mathematics achievement of the six students in the experimental group was measured using portfolios. No correlation was found between portfolio assessment and students' attitudes about grades. However, five of the six students receiving traditional assessment stated goals and weaknesses in vague generalizations, while all of the students in the portfolio group described their strengths and weaknesses in detail and provided task specific goals to overcome their weaknesses. Results suggest that portfolio assessment might help students see their strengths and weaknesses so that they are more able to link successes and failures to performance. Portfolio assessment might also facilitate goal setting for some students. Appendixes contain the survey, the questionnaire about strengths and weaknesses, and the form used in the goal setting interview. (SLD)

ED 352 395 TM 019 299

Tuck, Kathy D.
Evaluation of the Community Service Initiative (Pilot Project). District of Columbia Public Schools, School Year 1991-92.
PUB DATE- Aug 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; Attitude Measures; High Schools; *High School Students; Interpersonal Relationship; Outcomes of Education; *Pilot Projects; *Principals; *Program Evaluation; Program Implementation; School Districts; Self Concept; Student Attitudes; Student Participation; Urban Schools
IDENTIFIERS- Administrator Surveys; *Community Service; *District of Columbia Public Schools; Student Surveys

The pilot project of the District of Columbia Public Schools Community Service Initiative was implemented during the spring of the 1991-92 school year. Two schools participating in the elementary schools in predominantly Latino neighborhoods. Usable surveys were obtained from approximately 650 children. Forty percent of the respondents self-identified themselves as Puerto Rican, 28 percent as Mexican, 5 percent as both Mexican and Puerto Rican, and 7 percent as other Latino ancestry. Principal components analysis with varimax rotation produced three factors with eigenvalues greater than 1.0 that together accounted for 50 percent of the total variance. Because the factors do not appear to be well-defined, it was decided to retain the measure as a single scale. Validity of the GMI was assessed through a one-way analysis of variance and other measures. Also examined was the relationship between gang involvement and the subscales of the Teacher-Child Rating Scale. As expected, youth rated high or moderate on acting-out behavior were significantly more gang involved than were youth low in acting out. The GMI has been shown to be easy to administer and useful in determining different levels of involvement in youth gangs. One table displays GMI factor loadings, and six figures describe relationships of various variables to gang involvement. An appendix contains the GMI. (SLD)

ED 352 413 TM 019 343

Fortune, Jimmie C.; And Others
The Computer Laboratory: New Concepts in Teaching Educational Research.
PUB DATE- Nov 92
NOTE- 22p.; Papers presented at the Annual Meeting of the Mid-South Educational Research Association (21st, Knoxville, TN, November 11, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Centers; Computer Literacy; Computer Science Education; Computer Software; Databases; *Educational Research; Education Majors; Graduate Students; Higher Education; Knowledge Level; *Learning Laboratories; Methods Courses; *Research Methodology; *Statistics; *Teaching Methods; Word Processing
IDENTIFIERS- Virginia Polytechnic Inst and State Univ

The Educational Research Department at Virginia Polytechnic Institute and State University (Blacksburg) attempts to go beyond conventional use of a computer laboratory by offering services to further the educational knowledge of its students. Laboratory staff members demonstrate methods needed to accomplish educational tasks for program requirements as they offer appropriate help to novice and experienced users. This set of papers reviews approaches used at the laboratory. An overview is provided by J. C. Fortune and A. L. Packard. "Computer-Based Laboratory (Mini-Courses Aiding Students in Statistical and Research Methods" (C. J. Rogers) describes how these brief courses are used to familiarize students with options available to them. "Opportunity for Educational Support: Open Laboratory and Mini-Courses" (M. W. Cumbow) describes the physical layout, hardware, software, and courses of the educational research laboratory. "In Support of the Research Education of Graduate Students: Free Tutorials" (J. List) describes the free tutorials in software use provided at the Educational Research Computer Laboratory in the areas of: (1) word processing; (2) statistics; (3) mainframe communications; (4) spreadsheets; (5) graphics; and (6) database management. (SLD)

IDENTIFIERS- Shelters; Stewart B McKinney Homeless Assistance Act 1987

As required by law, state education agencies receiving funds under the Stewart B. McKinney Homeless Assistance Act submitted reports on the number and location of homeless children and youth in their states to the U.S. Department of Education. These reports also include data on the nature and extent of problems of access to education and student placement in elementary and secondary schools. Sixteen states submitted data from calendar year 1990, 12 states submitted data collected at least partly during 1990, and the balance submitted data in 1991. The major difficulty states faced in attempting to establish yearly counts was the risk of double-counting since children may be housed in more than one shelter in a given year. This report: (1) presents the total numbers of homeless children and youth by state (the 50 states, the District of Columbia, and outlying U.S. territories), and by grade level, type of housing, and school attendance; (2) summarizes the methodologies used to collect the data; and (3) summarizes data on special needs students. Excluding preschool children, states reported 327,416 homeless school-age children and youths (48.6 percent were elementary school students, 21.2 percent were junior high school students, 24.4 percent were high school students, and 5.8 percent were of unspecified grade levels). Four tables contain the data. Attachments include guidelines about the definition of homeless and a discussion of methodology, with questions and answers on counting procedures, and an outline of significant aspects of Title VII-B of the McKinney Act. (SLD)

ED 352 432 UD 029 005

Student and Teacher Mobility: Impact on School Performance in New York City Public Schools.
PUB DATE- Oct 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attendance; Elementary Secondary Education; *Faculty Mobility; Family Mobility; Limited English Speaking; Minority Groups; *Outcomes of Education; Performance; *Public Schools; School Demography; *School Effectiveness; State Programs; *Student Mobility; Testing Programs; Test Results; *Urban Schools
IDENTIFIERS- *New York City Board of Education

The impact of student and teacher mobility on New York City (NYC) public school outcomes was examined in the context of other variables known to affect school performance. Performance data on various state mandated tests and New York State Regents' examinations for the 1990-91 academic year, selected student and teacher demographics, and student mobility data for all NYC public schools were obtained from the State Department of Education and the NYC Board of Education. Data analyses were performed using the Statistical Package for the Social Sciences. High mobility rates in NYC are significantly related to low school performance on school outcome measures. High student mobility is consistently and highly associated with a low level of school performance at all levels. Although student mobility alone was highly correlated with elementary school and middle school performance, it was less important than such variables as attendance rate, poverty status, limited English proficiency, and the student and teacher minority composition. At the high school level, student mobility is more important.

project were surveyed (including 35 students and 2 principals) regarding views on initiative merits and outcomes. Both schools engaged students in community service activities as well as a preparatory class focusing on self-perceptions, behaviors, and interpersonal relationships. Findings of the evaluation indicate that the initiative has the support of students and school administrators, and both groups seem optimistic about parental support as well. Students participated in a variety of voluntary activities and class preparations that enhanced their self-confidence and self-worth. Such attitudes prevailed among students regardless of their schools' general academic standings or the specific structures of the community service programs. However, school administrators were apprehensive about their ability to implement the program fully because of limited personnel resources. There also were administrative concerns about staff roles and responsibilities required for successful implementation of the program. Four tables and 15 bar graphs supplement the discussion. An appendix lists the community service activities. (SLD)

ED 352 414 TM 019 344

Barrington, Gail V.
Aggregating Case Study Data in Customer Service Training.
PUB DATE- Nov 92
NOTE- 11p.; Paper presented at the Annual Meeting of the American Evaluation Association (Seattle, WA, November 5-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Case Studies; *Data Collection; *Evaluation Methods; Foreign Countries; Interviews; *Program Evaluation; Research Methodology; Surveys; Tourism; *Training
IDENTIFIERS- *Aggregation (Data); Alberta; *ALBERTA BEST; Customer Services

An evaluation was conducted to determine the outcomes and impacts of participation in the ALBERTA BEST training program in terms of participant attitudes toward service excellence and business profitability. ALBERTA BEST is a customer service program offered by the Alberta (Canada) government. The evaluation involved a series of case studies conducted in a sample of tourism businesses during a 3-month period. This paper was prepared as a case study itself to explain how the theory was developed, cases were selected, measures were defined, and data were collected and aggregated into nine separate but similar case studies. A work plan presented in January of 1992 eventually developed into a statement of eight evaluation objectives. Case study sites were selected in three segments of the tourism industry. Sites were divided according to whether 60 percent of employees had received ALBERTA BEST training. Further definition of study objectives preceded data collection and instrument development. From February 7 through March 5, 1992, the study sites were visited. Data were aggregated through a developed data key to code and sort survey data, interview data, financial data, document analysis, and on-site observations. The final report was produced in April from the compendium. One figure illustrates the evaluation design. (SLD)

ED 352 415 TM 019 345

Barrington, Gail V.
Synthesizing the Evidence: Evaluating Mainstreaming as a Change Process.
PUB DATE- Nov 92
NOTE- 16p.; Paper presented at the Annual Meeting of the American Evaluation Association (Seattle, WA, November 5-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; *Change Strategies; Disabilities; Educational Change; Educational Policy; Elementary Secondary Education; Foreign Countries; Heterogeneous Grouping; *Mainstreaming; Models; Program Evaluation; Regular and Special Education Relationship; *Social Integration; Special Education; Student Placement; *Synthesis
IDENTIFIERS- Reform Efforts; *Yellowhead School Division AB

An evaluation was conducted to examine the process by which the Yellowhead School Division in Alberta (Canada) had integrated children with disabilities into regular classrooms, and to describe the current status of that process. A list of 16 steady objectives was developed. The evaluation, which took

Teacher mobility, weakly but significantly related to school performance, was much less of a factor in determining school outcomes than student mobility. Ninety-five percent of NYC public schools had teacher mobility rates under 35 percent. Included are 7 tables and 43 references. (SLD)

ED 352 433 UD 029 006

Mitchell, George A.
The Milwaukee Parental Choice Program.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- Nov 92
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Educational Finance; Elementary Secondary Education; Enrollment; *Low Income Groups; Minority Groups; *Parent Participation; Private School Aid; Private Schools; Program Effectiveness; Program Evaluation; *School Choice; School Districts; State Programs; *Tax Allocation; *Urban Schools
IDENTIFIERS- *Milwaukee Public Schools WI; Reform Efforts

The Milwaukee Parental Choice Program (MPCP) provides tax support for children from low-income families to attend private schools. It is administered by the Wisconsin State Department of Public Instruction, although lack of administrative support for the program has been apparent. In addition, the Superintendent of Public Instruction has expressed his personal disapproval of the program, and an evaluation by an evaluator that the Superintendent selected has supported his views. Findings of this report are that the program has been generally successful, with high parent satisfaction, and increased enrollment from the first year (up by 81 percent). Early gains in reading scores, if sustained, are significant. There are significant limitations arising from the statutes that created the program, with limited opportunities for students meaning that, as structured, the program cannot fairly test the claim that choice can be an incentive for public school improvement. Seven tables present data about the program. Appendix A contains excerpts from the state statutes referring to the MPCP, and Appendix B is the text of the Superintendent's letter appointing an evaluation director. (SLD)

ED 352 434 UD 029 007

Claus, Richard N.; Quimper, Barry E.
State Bilingual and ECIA Chapter 1 Migrant Product Evaluation Report, 1991-92.
PUB DATE- Jul 92
NOTE- 68p.; Appendixes contain numerous statistical tables with small, filled-in type. For 1991-92 "Process Evaluation Report," see ED 345 910.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Compensatory Education; Educational Improvement; Elementary Secondary Education; Inservice Teacher Education; *Mathematics Achievement; *Migrants; Parent Participation; Program Evaluation; *Reading Achievement; School Districts; Special Needs Students; *State Programs; Test Results; Test Score

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